

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

Vol. XVIII.

ST. LOUIS, APRIL 9, 1885.

No. 4.

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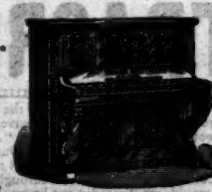
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ST. LOUIS.

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVIII.

ST. LOUIS, APRIL 9, 1885.

No. 4.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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St. Louis, April 9, 1885.

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TAKING six hours a day—five days in the week—with all the time pupils are out of school, and how much time do they spend in school? How much schooling do they get to fit them to make laws, or to be jurymen to judge on law points and equities? Have our teachers carefully explained all this? Have they sat down and figured it all out—with the directors or trustees—thus showing them the absolute necessity of voting the means for longer school terms?

Has this been done? We hope so.

KENTUCKY, under the inspiring influence of Col. R. D. Allen, President of the State Teachers' Association, and those associated with him, is coming to the front right along. Next to the name of Henry Clay, in the affections of the people, will stand that of Col. Robt. D. Allen, of the "Farmdale Military Institute."

KANSAS is arranging for a splendid series of Normal Training Schools for this summer. We cannot do too much in the way of providing more competent teachers, or in interesting the people in educational matters.

Do not wait to secure Five subscribers. Send in your own name and \$1.00, and secure our splendid Premium Cyclopaedia and the JOURNAL, and when you show it to your friends you can easily secure and send in the other four names and your photograph, and we will send you the 100 photographs as your extra premium at once. Remember, these 100 photographs are an Extra Premium sent in addition, free, to the Premium Cyclopaedia sent free. We are going to set an example of both liberality and enterprise!

It is a very easy matter to make the County Institutes so interesting and profitable that no teacher can afford to miss them. Have the day sessions short, practical, helpful. Keep out the "grammar cranks," and the "mathematical cranks," and hold steadily to practical topics. Make the evening entertainments ring with song and recitation and speech—with good cheer and enthusiasm. Keep out the "cranks" of all kinds—the "show-offs"—"the catches," and don't run dry on any subject.

We rather think the teachers should carefully canvass the matter of the wants and needs of the school, and in a social, pleasant way, lay the facts before the school officers, and be prepared to answer any enquiries they may make or objections they may raise. Especially should this be done if there is to be a change in the teachers, so that your successor may find everything provided and in order, to insure success.

How easily we read in old books, when men were few, of the smallest action of the patriarchs. We require that a man should be so large and columnar in the landscape, that it should deserve to be recorded, that he arose and girded up his loins, and departed to such a place.

IOWA will hold her usual number of summer Normal Training Schools, adopting a regular and uniform course of study. Sup't Akers, and the County Sup't too, are united in this plan, and it will be of immense benefit to the teachers and school interests of the State.

TENNESSEE will hold this summer a larger number of Teachers' Institutes than ever before, besides the "Mount Eagle" gathering. If the people of Tennessee could all attend a series of evening lectures, such as were given at the Institute conducted by the late Prof. Shropshire at Union City, the State would be very largely benefited.

It should be remembered by all school officers that our teachers, by their work in learning pupils to read and study, unlock the doors and open out opportunities for growth and success in after life.

These implements—globes, maps, and charts—placed in every school, are the means by which we help to liberate the ideal man, which lies concealed in every child. By the use of these we multiply power and bless the present and enrich the future of your child for all time.

These well established facts gain new force, as experience in the use of these helps verifies them. Every school should be supplied with these helps without further delay.

THE best part of health is fine disposition. It is more essential than talent, even in the works of talent. Nothing will supply the want of sunshine to peaches; and, to make knowledge valuable, you must have the cheerfulness of wisdom.

THE highest end of government is the culture of men; and if men can be educated, the institutions will share their improvement, and the moral sentiment will write the law of the land.

EACH of us has some talent, can be somewhat useful, or graceful, or formidable, or amusing, or lucrative.

THE UNGRADED SCHOOL.

THE country school that stands out all alone by itself, two miles or three miles from any other, and wholly alone concerning studies and promotions into any other school, deserves special attention.

"The rural schools of our country provide elementary instruction for more than one-half of our school population and provides all the formal education that the majority of this half ever receive," as stated in the new pamphlet just issued by the Bureau of Education, at Washington, facts which deserve special attention, as involving such wide-spread results.

One school-room, one teacher, over-worked, under-paid, with classes from the alphabet to Euclid, and ill supplied with books of any kind, even to form tolerable classes, with many difficulties to overcome both among his scholars and among their parents and the district as best he may, single handed, the wonder is that so much is really effected. Teachers often changing, system of advance in studies or classes little or none, multifarious lessons to be heard in the fewest minutes possible, discipline to be enforced by whatever means are available to as full an extent as the welfare of the school requires, and this, perhaps, against the private will of the scholar, or the bad public sentiment of the neighborhood, attendance often irregular and capricious. Such schools, yet, are the dependance of more than one-half our school population; a fact that should be emphasized.

We recommend the little pamphlet very warmly. It shows the teacher at work, the first day in school. The distribution of time and subjects, the daily progress and course in the country schools of Michigan and of Virginia and of Wisconsin; the same in France and Switzerland, in Prussia and Lower Austria. The principles of teaching in various branches, reading, arithmetic, geography, oral lessons, science, morals, conversation, manners, hygiene, and various other topics, with valuable appendix.

Such a guide will add much to the efficiency and use of the school funds so employed, and deserves a very wide circulation and practical service.

Sent free on application to Bureau of Education, Gen. Eaton, at Washington. It would be better than to add some millions to the income of ill-guided teachers overwhelmed with perplexities.

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One-fourth of State Revenue for 1885.....	\$ 407,176.27	
Interest on State School Fund.....	175,640.00	
Amount apportioned to Common Schools in 1885,		\$ 582,816.27
Estimated apportionment " " " 1886,		625,000.00
State University—for Support.....	62,810.00	
" " —completing building.....	25,000.00	
School of Mines—for Support.....	15,000.00	
" " —for Laboratory.....	10,000.00	
Interest on Seminary Fund.....	53,840.00	
Total for University.....		166,650.00
Normal School at Kirksville—for Support.....	20,000.00	
" " " Warrensburg ".....	20,000.00	
" " " Complete'g Bl'g.....	30,000.00	
" " " Cape Girardeau—for Support,	20,000.00	
Total for the three Normals.....		90,000.00
Lincoln Institute—for Support.....	16,000.00	
" " —for Dormitory.....	7,000.00	
" " —completing Old Dormitory,	2,000.00	
" " —wood shed.....	500.00	
Total for Lincoln Institute.....		25,500.00
Deaf and Dumb Institute—for Support.....	93,000.00	
" " " " —for Repairs.....	6,800.00	
Total for Deaf and Dumb Institute,		99,800.00
Blind Institute, for Support.....		52,000.00
Total appropriations for Education,		\$1,641,766.27

Let us unite all efforts now to secure the \$2,578,588.18, to which the State will be entitled by the passage of the "Blair Bill," appropriating \$77,000,000 for Educational purposes.

We need it—to lengthen the session of every public school in the State to nine months—we need it to secure the money to pay our teachers promptly at the end of every month.

WE hope the Illinois Legislature will redeem itself from the disgraceful delays of all public business—over the merely personal factions struggling for place—by liberal appropriations for the rebuilding of the Normal School at Carbondale, and sustaining the others. These things they ought to do *first*—because these are first in importance.

LEARNER AND LEARNED.

ANNA C. BRACKETT.

A FEW weeks ago a teacher of much experience was visiting my school. She listened for some time to a class who were translating from the French, and who, reading at sight as they were, often came to a word, the meaning of which they did not know. After the recitation was over, I said to her, "I want you to know that those girls were reading at sight, and that they had not prepared the lesson at all—as otherwise you might think that they should know the meanings of all the words." "Oh," she replied, "I could see that they were learners. That is what we expect to find in school."

The expression haunted me. The idea, plainly put, that all pupils in school are expected to be learners, will of course be accepted by every one. And yet there are many teachers who practically do not seem to be convinced of its truth, for their recitations day after day are often

as other county and State officers are paid.

We need it to sustain County and Congressional Teachers' Institutes—those short term Normal Schools which have proved to be so advantageous in this and other States.

Grand Old Missouri!

"This is official"!

conducted as if the children were learned instead of learners. If they are learners, the teacher is put in her place as a helper to them. She is *on the same side with them*, so to speak. She is also a learner with them. Only, as she is older and wiser, and has traveled the same road before, she is supposed to know the difficult places, and to have judgment enough to warn them of any such beforehand. Because she has known the difficulties of the way, she is sympathetic; because she has surmounted them, she is hopeful and full of good courage for the children. She points out the way, leads in the vanguard and cheers to victory with her voice and tone.

But if, on the other hand, she looks upon her pupils as learned, she then stands on the other side from them. She is to test their armor, and her business is to find out the weak spots in it. Or it is as if she were on the grand stand, lifted high out of the dust and heat of the race. She assigns the stations, lays down the laws which are to govern the contest, and prescribes the length of the course. When the allotted time is over, she may award the prizes. She may be—indeed she must be—impartial, and decide according to the facts, but after all she must remain a disinterested umpire.

Now which of these cases is that of our schools, certainly of all schools below the college? Are not

all pupils in them, learners and not learned? It seems so to me, and that they are to be treated accordingly. They are like children learning to walk. They have the capacity to do that which they are trying to do, but the machinery for doing it is not fully under the control of the will. Often they know what they want to do very well, but they cannot reach the object at which they aim. Just so, the child sees the chair that he wishes to reach, but he does not direct his motion exactly right, and so misses it by a very small angle and yet misses it—or his little legs refuse to go farther—or, oftener, confused by his own success—amazed at the splendid possibilities which crowd upon his mind, he miscalculates and sinks all in a heap upon the carpet, just when he is about to reach the goal. What does the mother do, as she watches him? Does she stand at the other side of the room and let him fall, and when he picks himself up discomfited, does she say, "You ought to have remembered that. I told you all about that only yesterday." When she sees his eye fixed upon the chair for which he is aiming, does she distract his attention by presenting side issues; or just as the baby is about to touch it, does she give him a push and knock him down, and then exclaim "I told you so!" Yet this is really what many teachers do with their classes.

What does she do? She steadies the child before she lets go of him. She puts the chair within easy reach, so that only one step may be necessary to get at it. She stands in front to attract his eyes by her smiles. If the child hesitates and totters, she puts her arms around him so as *not to let him fall*, and when he is steady and reassured, she waits for him. If in spite of this, he *does* fall, she lifts him up, speaks encouraging words, tells him not to mind, starts him to try again; or if enough has been done for that day, she lets him stop right there and diverts his mind to other things, so that he shall not brood over the disappointment. If he succeeds, she praises him, and the next day, sets the chair a little—just a very little—farther off.

Just in this way does the true teacher manage her class, for every true teacher considers her pupils to be learners and not learned, and treats them accordingly.

It is a great thing for a teacher to learn not to allow her pupils to miss. Where their strength falls, hers must come to the rescue. Where their wings flutter and tremble, her wings must be spread under them, so that they shall not fall. By patient continuance in this method, the fledglings will gain true confidence in their own powers and learn to strike out boldly for themselves. They will not have the overweening self-assertion which comes from being

made to think that they know something when they know nothing. They will have too often gratefully felt the supporting wing beneath them for this. And because they feel that the teacher is on their side—for them and not against them, they will not be afraid to let her see into their minds, and so she will discover often the cause of the confusion and the wrong answer when many another teacher would helplessly fail. She is the kind of teacher to whom a wrong answer is sometimes more welcome than a correct one. For many and many a time it is the incorrect answer that shows thought and effort, and the correct one that testifies only to a quick memory and a happy chance.

Those teachers who can appreciate this last statement, will understand all that I have said here—and their pupils are happy in being in the hands of those who look upon them always as learners and who do not stultify them by trying to put them in the false position of learned.

YES—its a "magnum opus"—without doubt, just as Prof. Long says—our Premium Cyclopaedia. The more we examine it, the more of a "magnum opus" we find it.

Did you mention to your friend that we send it and this JOURNAL one year, postpaid, for \$1.00. We hope so. If his or her friend wants it they can have it on the same terms. See pages 70 and 11.

PROF. J. M. NICKS, of Texas, writes: "THE AMERICAN JOURNAL OF EDUCATION has no equal in setting forth the advantages of a more efficient school system. The Premium Cyclopaedia itself is worth Five Dollars—and yet teachers have an opportunity now of securing it and the JOURNAL a year, sent post paid, for \$1. It is a most generous and magnanimous offer on your part. Accept my thanks for both the Premium and the JOURNAL. Texas is my adopted home, and her interests, which receive so much intelligent consideration at your hands in the JOURNAL, are my interests. I shall do all that I can to circulate the AMERICAN JOURNAL OF EDUCATION among the people."

OUR teachers can do much and are doing much to place good reading matter before their pupils and in the homes. This is the best way to counteract the bad influence of the low pernicious story papers.

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LESS THAN THREE YEARS.

THE Rev. A. D. Mayo writes: "Of the six millions of American children and youth actually in daily attendance, and the ten millions loosely enrolled in public, and the three hundred thousand in private schools, nine-tenths will certainly turn their backs upon the school-house door as early as the age of fourteen." This comes in his pamphlet of last year, published by the Bureau of Education, and entitled

"BUILDING FOR THE CHILDREN IN THE SOUTH."

It can be had of Hon. John Eaton, Commissioner, Washington, D.C., as "one of his most recent and comprehensive addresses."

Mr. Mayo continues: "The first and ever-present concern in the American system, is to do the best thing possible for these millions of children whose average school life in the East does not exceed six, in the West five, or in the South three full school years." He styles "the free elementary school, unpartisan in politics, unsectarian in religion, knowing no distinction of race or sex or social condition, the people's university of American citizenship for every American child."

Now, if nine-tenths of these sixteen millions leave school so young, the best thing possible should be done for them in their few years of schooling. The fewer years, the more need of using time profitably. It makes over fourteen millions.

Hon. John Bright said, at a public dinner in Birmingham, some fifteen years ago: "I am speaking of the necessities of education—that persons should learn to read and to write, to think and to do sums in the ordinary rules of arithmetic, and have that general common school knowledge which the faculties of almost all children enable them to receive." And, elsewhere, in the same speech, "that every boy and girl among them, as near as could be, should understand how to read, should comprehend what was read, should go through the ordinary rules of arithmetic, and had that little general knowledge which every child picks up at school—such as a little knowledge of history, a little knowledge of geography, and, probably, a little knowledge of draw-

ing"—"the foundation of all subsequent progress" "in invention and manufactures, in the creation of wealth, in the command of self-respect, and in everything that really tends to make one nation greater than another."

Three full school years? not three years running, but odds and ends counted up, to make three years between the ages of six and fourteen—which is not three solid years by any means. We say, currently, "sixty minutes make an hour," which is true only under certain conditions, continuous, unbroken, effective, intense minutes, as when a steamer or locomotive is under full headway a first hour and a second and a third hour—not the slower rate of starting, nor of stopping, nor of hindrances.

These broken parts of the school years increase and multiply the damages and difficulties of neglected and interrupted education; yet the urgent wants of these fourteen millions of children ought to be and must be met and satisfied as well as possible by the teachers and educators who have them in charge, adapting the studies, the text-books, the hours—everything to the downright necessities of these unfortunate scholars—as early as fourteen. The essentials, the very fundamentals of civic education, should be selected, rigorously excluding the luxuries—perhaps special schools or terms or hours set apart when they can come best.

Fourteen voters out of sixteen, means seven out of eight, an overwhelming majority. If we do not secure the education of the children, we must pay and suffer for the vices and crimes and manifold evils that the adults may cause and unavoidably compel. "Education pays: ignorance costs."

IMPORTANT.

THE following information in regard to the

TREASURER'S EXHIBITS

in Illinois will we hope be complied with to the letter.

Why not incorporate this provision in the school-law of other States.

TREASURER'S EXHIBIT TO DIRECTORS.

Within two days after the first Monday in April and October every township treasurer must make to each board of directors in his township an itemized statement of his account with them during the preceding six months, and his statement must be balanced, and subscribed and sworn to. The April statement is the more important of the two; and, since the directors are required to post both up on the door of the house where the election of directors is held upon the third Saturday in April, this statement should be transmitted to the directors promptly, within the time named in the law.

ELECTION OF TRUSTEES.

Section twenty-four of the school

law has the following: "And where there are three or more school districts in any township, no two trustees shall reside, when elected, in the same district." This provision of the law has been in many cases either overlooked or disregarded. It should be observed at the coming election.

When two trustees are to be chosen at an election, one to fill a vacancy and the other for a full term, the ballots should always specify which of the candidates named thereon is voted for to fill a vacancy, which is for a full term. Thus:

"For trustee for full term, Richard Roe."

"For trustee to fill vacancy, John Doe."

HENRY RAAB,

Sup't. of Public Instruction.

DR. E. C. HEWETT, President of the Illinois State Normal University, in his address before the Iowa State Teachers' Association at Des Moines, said:

"Right formers of men are better than re-formers. If teachers do their work well, some reforms will never be needed. Not only teach arithmetic, reading and writing, but also morals, both by practice and precept. People who criticize our work, tell only half the truth in their criticisms. That America holds the place she does to-day is owing to the uncounted factor, the schools."

PROF. J. M. CLEMMER, from Monroe county, Tenn., writes as follows:

The AMERICAN JOURNAL OF EDUCATION and your Premium Cyclopaedia give great satisfaction to all the subscribers. Certainly the JOURNAL will be an active and efficient factor in changing the views of the people on the subject of better schools and longer school terms. We find a vast amount of useful, practical instruction in its columns, and I cordially endorse what the

TEXAS TEACHERS

say of its value.

"For securing the hearty co-operation of parents with teachers—for securing enlightened, devoted and thorough instructors—for affording a medium for the interchange of ideas and modes of teaching—for cultivating fraternal feelings among teachers—for elevating and dignifying the profession, and advancing the cause of education generally, this Journal is doing an incalculable amount of good. Every family and every teacher in the State should take it and read attentively, and give it such an extended circulation as its merits demand."

The Premium Cyclopaedia embraces volumes of information condensed in one book.

It seems to me if our teachers and the people only knew its value, they would circulate Fifty Thousand copies within our State.

Please send both the JOURNAL and the Premium to each of the persons named below. Yours truly, E. W."

MEN OF THE HOUR.



Pict. Assoc. Press N.Y.

AUGUSTUS H. GARLAND.

UNITED STATES SENATOR FROM ARKANSAS, AN EMINENT CONSTITUTIONAL LAWYER, AND A MEMBER OF THE CABINET OF PRESIDENT CLEVELAND.

HE was born in Tipton county, Tennessee, June 11, 1832. His parents removed to Arkansas the following year and settled in Red River Valley. At a suitable age he was sent to Bardstown, Kentucky, to be educated in what was then the most famous seat of learning in the Southwest. His academic studies were pursued in the Catholic colleges of St. Mary and St. Joseph. During the latter part of his residence in Bardstown he read law, and attended the trial of causes in the court-room whenever he had the opportunity. At that time the local bar was very strong. Garland profited greatly by this practice. Returning home in 1853 he was admitted to practice at Washington, Arkansas. In 1856 he removed to Little Rock, the capital of the State. He was admitted to practice as an attorney in the Supreme Court of the United States, on December 26, 1860.

He was a member of the Provisional Congress which met at Montgomery, Alabama, in May, 1861, and took part in drawing up the Constitution of the Confederate States. During the struggle between the Federal and Confederate governments he gave his adhesion to the Southern cause, first as a Representative and afterwards as Senator.

In 1867 he was elected United States Senator from Arkansas. He appeared to take his seat in the Senate, March 4, 1867, but was not permitted to do so.

In 1874 Mr. Garland was elected Governor of Arkansas, without opposition. To him was due the overthrow of carpet-bag rule in that State. He was again elected United States Senator in 1876 without opposition. He began his term as successor to

Powell Clayton, Republican, on March 5, 1877. In 1888 he was re-elected, and his term of service will not expire until March 3, 1889.

Of course when chosen a member of the Cabinet he resigned his place in the Senate.

It is said that he is playful as a boy, and as fond of candy as a school-girl. In person he is well-built and tall. His head is large, his face round, smooth-shaved and animated with black and most expressive eyes. His features are good and indicate an amiable disposition, while there is strength and dignity expressed in his countenance.

His equipment as a lawyer, characterized as it is by vast research, includes also that comprehensive grasp of leading principles and imperial independence of judgment, which many men seemingly learned in the law appear not to possess.

He gave not only the weight of his unsullied character, but the added power of his great abilities as a constitutional lawyer, earnestly and enthusiastically, by vote and act, to that all-important measure known as the "Blair Bill," appropriating \$77,000,000 for the education of the people.

"For in such business
Action is eloquence."

He seems not only to apprehend clearly, but to stand in his present position as the embodiment of

"That providence which in a watchful state
Knows almost every grain of garnered gold;
Finds bottom in the uncomprehensive deeps,
Keeps pace with thought, and almost like the gods

Does thoughts unvell in their dumb cradles.
There is a mystery (with whom relation
Durst never meddle) in the soul of state;
Which hath an operation more divine
Than breath or pen can give expression to."

Not only the State of Arkansas but the nation is to be congratulated that one, every way so strong, honest and able, has been chosen to the responsible position of Attorney General of the U. S., and that he will discharge the duties devolving upon him with distinguished ability and fidelity, no one, who knows him, will for a moment doubt.

PROF. M. F. JOHNSTON, of Hidalgo, Texas, writes:

"The Premium Cyclopaedia and AMERICAN JOURNAL OF EDUCATION received. They more than give satisfaction. I cannot imagine how you can furnish so much for \$1.00. I would not be without the book, now that I have carefully examined its contents, for \$10.00. It is so valuable and necessary as a reference book that I shall do all I can to place it in the hands of every teacher in this country.

Please send the JOURNAL and Premium to names enclosed."

THE stars at night stoop down over the brownest, homeliest common, with all the spiritual magnificence which they shed on the Campagna, or on the marble deserts of Egypt.

AN APPEAL FROM THE SOUTH.

HENRY W. GRADY, of the Atlanta Constitution, has an article in the April CENTURY, in reply to Mr. Cable, from which we quote as follows:

"Let no one imagine, from what is here said, that the South is careless of the opinion or regardless of the counsel of the outside world. On the contrary, while maintaining firmly a position she believes to be essential, she appreciates heartily the value of general sympathy and confidence. With an earnestness that is little less than pathetic she bespeaks the patience and the impartial judgment of all concerned. Surely her situation should command this, rather than indifference or antagonism. In poverty and defeat—with her cities destroyed, her fields desolated, her labor disorganized, her homes in ruins, her families scattered, and the ranks of her sons decimated—in the face of universal prejudice, fanned by the storm of war into hostility and hatred—under the shadow of this sorrow and this disadvantage, she turned bravely to confront a problem that would have taxed to the utmost every resource of a rich and powerful and victorious people. Every inch of her progress has been beset with sore difficulties; and if the way is now clearing, it only reveals more clearly the tremendous import of the work to which her hands are given. It must be understood that she desires to silence no criticism, evade no issue, and lessen no responsibility. She recognizes that the negro is here to stay. She knows that her honor, her dear name, and her fame, no less than her prosperity, will be measured by the fullness of the justice she gives and guarantees to this kindly and dependent race. She knows that every mistake made and every error fallen into, no matter how innocently, endanger her peace and her reputation. In this full knowledge she accepts the issue without fear or evasion. She says, not boldly, but conscious of the honesty and the wisdom of her convictions: 'Leave this problem to my working out. I will solve it in calmness and deliberation, without passion or prejudice, and with full regard for the unspeakable equities it holds. Judge me rigidly, but judge me by my works.' And with the South the matter may be left—must be left. There it can be left with the fullest confidence that the honor of the republic will be maintained, the rights of humanity guarded, and the problem worked out in such exact justice as the finite mind can measure or finite agencies administer."

MAKE your own volcanoes—you can do it—a regular "Vesuvius"—though not on a large scale or a dangerous one. See advertisement of John Neuhardt, Iuka, Miss., and please tell him, and the rest of them you saw their advertisements in this JOURNAL.

MISSISSIPPI.

EDS. AMERICAN JOURNAL OF EDUCATION:

IN the February number of the JOURNAL I said a few words to the teachers of Miss., and now I want to say a few words to the patrons of our schools.

In the first place there is a general lack of interest. At the opening of the term there is scarcely ever an attendance of more than seventy-five per cent. of the enrolled pupils. But the trouble does not stop here. The child is kept at home nearly one-fifth of his time, thus losing the benefit and inspiration of keeping up with others; and, of course, when the short term is out, your child has not made much advancement, and then you blame the teacher, when really the blame should be laid at your own door.

Secure good teachers, and show to the child that you are interested, and you will see quite a change in the life of our schools.

My experience as a teacher has been, that, as an average, there is about one book to every two members of the class. Each child must be supplied with text books by the best authors. The latest improvements in books are as much to be desired, and are as far ahead of the old plans, as the finest reapers and mowers are ahead of the old scythe. How can you expect your children to make any headway unless you supply them with books of the best kind?

More attention should be given, thirdly, to make the school comfortable and attractive. It makes a great difference how a child is seated, whether on a rail bench or at a properly constructed desk.

Visit your schools; show your children that you are interested; work to increase the length of the school term, and pour in the petitions to Congress to pass the Blair bill, from which our State will get \$4,605,235.63.

A. J. AVEN.

Coles Creek, Miss., March 20th.

[This plea and cry for "tools to work with," comes from the earnest teachers in all parts of the country.

They cannot work to profit—with bare walls and ill-furnished rooms. Pupils need books, charts, maps, globes, as much or more than the teachers need them.

The passage of the Blair Bill by which Mississippi would secure Four Million Six Hundred and Five Thousand, Three Hundred and Thirty-Five Dollars, would do much to give the means to build and furnish school-houses, so the people could devote more money to the payment of competent teachers, and amend the school-law so as to secure nine months of schooling out of the twelve.

Why not unite and work to this end?—EDS.]

PROMPTNESS is power.

Our teachers are certainly growing wiser and stronger and better—they see to it more and more that the "printed page," carrying argument, persuasion and facts which ripen into conviction, is circulated continuously among the patrons and tax-payers in their school district.

Trouble and hindrance come from lack of knowledge.

Intelligent well posted people sustain the teachers in their work of instruction and discipline.

Circulate the printed page constantly among the people that they may reinforce themselves and their friends too as to the value of the work you are doing.

For the most part those who really know the least about what our teachers are doing have the most complaint to make.

Keep the people posted and you will keep them interested. Circulate the printed page.

A BIT OF EXPERIENCE.

PROF. R. M. STREETER, Supt. of Schools, Titusville, Pa., gives this bit of interesting experience. It is altogether so wise and useful in its conclusions and outcome, that we are sure it will greatly help hosts of young teachers, and pupils too.

I see John away in one corner, anxious to get his head behind the boy in front of him. That means he is going to whisper. Now, what is the use of waiting for John to do that? I don't wait. I say, "John, do you want anything?" Of course he lies, and says, "No, sir." "Why," I say, "what were you going to whisper about?"

"I was only going to ask him to take his knife."

"Well, do take it; only let me know when you want anything like that, and don't get down behind Tom in that fashion. Tom, will you let John take your knife?"

Out comes the knife, John takes it, uses it, and, when he gets through with it, looks at me with lifted eyebrows, and points the knife at Tom. I nod, Tom takes the knife; and that is all there is to it. Another time when John wants anything, he asks for it, man fashion, for two good reasons: he knows he can have what he wants if it is necessary; and he knows he will be caught if he don't. So, then if they do care to whisper, you can stop the whispering by watching them.

I hope I shall not shock any of you teachers when I tell you that I have a great deal of sympathy for a boy, big or little, who has smuggled an apple into the school-room. He has brought it with him with the best intentions in the world. He doesn't expect to be mean about it. He hasn't the slightest idea of eating it. He does take it from his pocket, but

that is because the apple is so large that it is painful there, and he puts it into his desk for safe-keeping. For the first half-hour he forgets all about it; but when he stops a moment, tired with his work, with his elbow on the desk and his head upon the palm of his left hand, there comes floating up from that desk to the nostrils of that school-boy an aroma that the perfumes of Arabia cannot equal. Even then, no thought of guile drifts like a fancy across his mind. It smells so good that he puts his hand under to rub the luscious fruit, and carries to his eager nose the perfumed hand. Then the temptation comes; then, the head goes down; then, quicker than light, the sharp teeth cut the red skin; and for the next five minutes that is the most studious boy in the room.

Now, I like apples; and I suppose I have done what that boy has just been doing a good many times in my life. I saw him when his hand went into the desk; when that big bite left the apple I heard it, and I saw every eye in that neighborhood turn to me to see if I knew what was going on. From that day to this the rest of those school-boys believe that I never knew about that apple being eaten. A day or two afterward, when they had forgotten it, and the apple-eater happened to be at my desk, I said to him quietly: "I didn't blame you much the other day when you ate that apple. It was a good one; and if it hadn't been in school I'd have asked you for a bite. You'd better not bring any more—do you think you had? It was worth half-a-dollar to see that boy open his eyes and to hear the wonder-tone in his voice, as he exclaimed, "Did you see me?" "See you," said I, "of course I did; but I thought you wouldn't do it again, if I asked you not to; and you won't will you?"

"No, sir;" and it came out in that honest hearty voice which a teacher likes to hear. I don't think he ever did, for two good reasons. I had used him as I would like to be used under the same circumstances; and he felt sure that he would be caught again if he did. So I say that boys can be kept from eating apples by watching them, and treating them with a dose of the Golden Rule, if you get a chance.

SCHERMERHORN'S Teachers' Agency in one of the old established reliable firms.

It is now under the full control of Mrs. Schermerhorn, who will in the future give it the benefit of her undivided personal attention.

WE use defects and deformities to a sacred purpose, so expressing our sense that the evils of the world are such only to the evil eye.

HORSFORD'S ACID PHOSPHATE, In Night Sweats and Prostration. DR. R. STUDHALTER, St. Louis, Mo., says: "I have used it in dyspepsia, nervous prostration, and in night sweats, with very good results."

THE CHICAGO AND ALTON

R. R.

THE Chicago and Alton R. R. adds to its other attractions free Palace Reclining-chair Cars, and splendid Dining room Cars, on all Through Trains.

A new feature of "Train Lunches" are furnished under the immediate supervision of the Superintendent of Dining-Cars, where one gets an elegant cup of coffee with pure cream, sandwiches and other things to refresh one—selecting from a printed bill of fare, the maximum price of any single article being ten cents only.

Mr. S. H. Knight, of the Passenger Department, under the Planter's House, St. Louis, will cheerfully and promptly furnish any information as to the trains, connections, etc., East to Chicago or West to Kansas City. They are getting ready to take the best of care of those thousands of friends who go North via this splendid route during the warm weather. Texas, Arkansas, and the whole West and South remember the superior accommodation furnished by the Chicago and Alton road, to teachers and others visiting Madison and the Northwest.

The service in all respects, on this line, both East and West, is not surpassed by any route on this continent.

CANNOT we let people be themselves and enjoy life in their own way? You are trying to make that man another you. One's enough.

If you are going to take a trip up North this summer, write to the Gen. Passenger Agent of the Chicago and Northwestern R. R., Chicago, and get their book on summer travels to the Lakes and Dells of Wisconsin. Write them any way for this book—it is a good thing to have in your school.

It is well to remember that if you get ten or a dozen copies of this JOURNAL into circulation, you are sure of about one hundred and fifty intelligent, well-posted supporters of good schools. It is said that an average of eight or ten persons in the country read every paper before it is destroyed. We know that in many places more than that number read this JOURNAL.

WE ought, this season, to largely increase the information of the people on the subject of popular Education. Its needs, its value, its direct and permanent contribution to the real wealth of the people. This can be done by popular evening lectures at the Institute. Discuss and talk "Methods" in the day sessions, with the teachers proper, but keep all that out of your gatherings in the evening. Let these evening lectures be of an instructive, interesting character for the people, with a view to create a more intelligent interest in increasing the length of the school term, etc., etc.

TEXAS proposes to hold a series of Normal Training Schools this summer. Those held in previous years have been of great advantage to the teachers and the people too, by the information imparted and the interest created.

The Only Pure Waukesha Water

—IS THE—

Waukesha Glenn!

THE WELL-KNOWN "QUEEN OF WATERS,"

Reigns alone among Natural Dietetic Table Waters. Its numerous competitors appear to have, one after another, fallen away, until it has no rival.

The Only Spring in Waukesha that Remains at one Temperature BOTH SUMMER AND WINTER—(i. e. 48 Degrees.)

The dangerous qualities of contaminated drinking water are not obviated by the addition of wines or spirits.—Medical Officer Privy Council, England.

Pure water is even more important than pure milk.—New York Herald.

THE WAUKESHA GLENN MINERAL WATER will be found unequalled as a delicious table water, also when used with wines and liquors. In families using this water as a beverage, Bilious, Malarial, or Yellow Fevers will be unknown, as it is not only of great benefit in such cases, but a preventive also. It is most highly endorsed by the medical profession. It has been tested by thousands, whose unsolicited testimonials are open to the public, and furnished to all who may desire.

MAILED FREE. Address, T. H. BRYANT, Waukesha, Wis. WAUKESHA is a most delightful SUMMER RESORT, on the Chicago, Milwaukee and Saint Paul and Chicago and Northwestern Railways.

13-4-17 Mention this Paper

WOMAN'S MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues thirty-one weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. WM. H. BYFORD, A. M., M. D., Pres't. For information or announcement, address Prof. David W. Graham, M. D. Sec'y.

13-4-17 Mention this Paper

SHORTHAND WRITING THOROUGHLY TAUGHT BY MAIL.

Instruction in the best system. Terms low, and perfect satisfaction guaranteed. Young men and ladies have only to master Short-hand to make it a sure source of profit.

Stenographers receive better salaries than are paid in any other field of employment.

Send stamp for specimen and circulars. W. N. HULTON, STENOGRAPHER, 18 Diamond Square, Pittsburg, Penn. 13-4-17 Mention this paper.

NO FIRE-TRAP SCHOOL-HOUSE FOR PUPILS.

My "KEYSTONE" SCHOOL BUILDING stands the acme of perfection and challenges a comparison in the following essential points, viz.: A good light to fall over either shoulder; heated by steam; large and commodious ventilating flues forced by steam. (I have the ventilators so constructed that in case of very COLD WEATHER I use them as INDIRECT RADIATORS.) Coat rooms 23 ft. long by 6 ft. wide, with 66 coat hooks, each bearing its number. Doors all open outward; ingress and egress liberal and commodious; can dismiss 1100 pupils in 2½ minutes. No narrow, winding stairways; floor surface to each child 13½ ft. Umbrella stands and deep cups complete. 240 sq. ft. of blackboard surface in each room, 33 of which is unbroken in length. High School room 63x30 ft. Can build at intervals from ONE to FOURTEEN rooms. Estimated cost from \$25,000 to \$38,000. The above is not mere talk. I can do just what I say; have testimonials from the best educators East and West that say so; send for them and be satisfied.

13-4-21 Mention this Paper

Address W. WILLIAMS, Box 616, Huntingdon, Penn.

STYLOGRAPHIC PENS!

The **Governor** Stylograph Pen is the best and cheapest in the world. An **incomparable luxury to every one that writes**. Pen and ink always ready for instant use. Can write twenty-four hours continuously with one filling. Never leaks or blots, and will last a lifetime with proper use. Any ordinary ink can be used. Sample pen, with case, ink filler, and full directions, by mail, postpaid, for 85c. **Circulars Free.** Address, **WILLIAM LAY & CO.,** 14 State Street, Chicago, Ill.

18-4-3t

Mention this Paper

New Departure.

GOOD TEACHERS registered **FREE.** Send stamp for Form, and register **early.** Teachers of Known Character and Ability supplied promptly for any position. No charge.

School Property Rented and Sold.

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For Dyspepsia, Diabetes, Nervous Debility & Children's Food. New Waste Repairs & Bread & Gem Flour. **Gluten** Six lbs. free to physicians and clergymen who will pay transportation. Send for Circular. **FAIRWELL & RHINEHART,** Sole Proprietors, Watertown, N.Y.

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Teachers SHOULD STUDY Heads and Faces.

Phrenology is one of the greatest aids to the teacher's work that can be found. It opens the way for reaching many pupils that are for many reasons hard to reach.

The **indications of character, as manifested in the general shape of the head and the form of the face**, price 25c. will be found especially useful to teachers and all who have to deal with others, and have not the time or the opportunities to study the subject of Phrenology in all its details.

We will also send to teachers free, a back number of the **PHRENOLOGICAL JOURNAL** and a complete list of books on Phrenology, Physiognomy, Health, etc.

Address, **FOWLER & WELLS CO.,** Publishers, 753 Broadway, N. Y.

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1  **2** 

I will send to any address either of these **SOLID ROLLED GOLD RINGS**, on receipt of only 92 cents in money or stamps. No. 1 is set with **AMETHYST, GARNET or TOPAZ**; No. 2 with **FRENCH DIAMOND, EMERALD, RUBY or SAPPHIRE**, beau measure of FINGER. CUT THIS OUT and send it with your order.

ILLUSTRATED CATALOGUE OF JEWELRY, WATCHES, &c., FREE.

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Opium and Whisky Habits cured at home without pain. Book of particulars sent free.

B. M. WOOLLEY, M. D., Atlanta, Ga.

17-1

OLD Coins. Premium Coin Book, 12 cents. \$13.00 in Confederate money, 30 cents. 10 Foreign Coins, all different, at cents.

18-4-1y

G. L. FANCHER, West Winsted, Ct.

TO EMBROIDER CRAZY QUILTS. Get **BRAINERD & ARMSTRONG'S** factory ends, called **Waste Embroidery**. 40 cents will buy one ounce, which would cost One Dollar in skeins. All good silk, and beautiful colors. Designs for 100 styles of Crazy Quilts enclosed in each package. Send 40 cents in stamps or postal note to the **BRAINERD & ARMSTRONG SPOOL SILK CO.,** 621 Market St., Philadelphia, Pa.

18-4-6t

Mention this Paper

TEACHERS WANTED. All Teachers Desiring Profitable Occupation During Vacation, will please send address to **J. L. HANNA,** 75 West Fayette St., Baltimore, Md.

18-4-1t

Mention this Paper

We would invite the attention of the readers of the **JOURNAL** to **THE DOUGLAS COUNTY TEACHER,** a valuable educational paper for all. Send name and postoffice, and receive sample copy.

18-4-1t

Mention this Paper

The best part of our Splendid Premium enterprise is the work done by those who have been so fortunate as to secure it—when they show it to their friends, and persuade them to get it too.

We are all the richer for this effort. The older pupils need it and want it too—your fellow teachers need it and want it too. Parents will do well to secure it. A dozen readers of **THE JOURNAL** in a school district a year insures an intelligent appreciation of the good work our teachers are doing.

How easily, without any more taxation or loss on the part of the people, every one of our three hundred thousand teachers could have visited and enjoyed the permanent benefits of the Great Exposition at New Orleans, if the Blair Bill, appropriating \$77,000,000 of money for Educational purposes, had been passed by the House of Representatives.

Do not let us abate one iota of interest or of effort to secure this much needed amount of money.

The letter "A" is an important factor in the world. It will not do at all to drop it out.

Think a moment what would happen if the first letter of the alphabet should be left out of our language—"Johnson's New Universal Cyclopedic—the Best"—does not drop it out, and the publisher of that valuable work will not consent to any omission of it in connection with it—hence, when, by some oversight, we omitted the "A" in the firm of A. J. Johnson and Co., we brought down upon the devoted head of—the compositor—a rebuke for the omission which the Editor will remember—if he, the compositor, does not.

Always, then, when you want to get "The Best" Cyclopedic, write to A. J. Johnson & Co., Publishers, 11 Great Jones Street, New York—though if a letter should be sent J. Johnson & Co., we hope Postmaster General Vilas will instruct the Postmaster to instruct the carrier to deliver it to A. J. Johnson & Co.

Mr. S. C. BOOKS, of Holden, Mo., writes as follows:

Enclosed find \$1.00, for which send the **AMERICAN JOURNAL OF EDUCATION** and **Premium Cyclopedic**, to Master J. E. Carpenter, Chilhowee, Mo.

I send the above as a prize for regular attendance and good standing in school. I am sure I could not make a present that would be more valuable or useful to a student. I like the **JOURNAL**, it is just what is needed in every family, and the **Premium Cyclopedic** is worth ten times the cost of both, \$1.00.

Mrs. DR. L. K. SHAW's Moth and Freckle Lotion does soften and whiten the skin, and it does remove blemishes, and leaves the complexion clear and beautiful. Some of the younger, and one or two of the older members of our family have tried this effectually, and it proves to be just what it is represented.

CONDUCTORS of Summer Normal Training Schools should remember that about **four hours** study and drill a day is enough, for the teachers, in hot weather. It is well to arrange the programme so as to have and to cultivate the social element somewhat, as well as the intellect. Make it helpful and cheerful and attractive and restful to the teachers. Use the occasion, also, to interest the people in the subject of education. Let some topic be discussed in the evening lecture by the lawyers, the doctors, the ministers, the farmers—if they will. Popularize your Institute among both the teachers and the people. By all means have plenty of singing—good, joyous music.

As soon as your schools close, we think we can put ten thousand teachers—either ladies or gentlemen—in a way to earn double the wages they have been paid in the school-room. Enclose stamp for reply, and address **"AMERICAN JOURNAL OF EDUCATION,"** St. Louis, Mo.

Every boy and girl, too, before leaving school, should learn how to write letters, how to address them, how to sign them properly.

So many people there are who were obliged to leave school before they learned to do this, that the necessity for it is very pressing, and it would please parents and patrons greatly, if the children should be instructed thoroughly in this direction.

Teachers themselves, many of them, in teaching this to others, would learn how to do it better themselves, just as we always learn the value of every attainment better by imparting its worth and wealth to others.

Cannot all teachers give this suggestion a place without further delay, and perfect pupils in this most practical every-day need?

He who knows the most, he who knows what sweets and virtues are in the ground, the waters, the plants, the heavens, and how to come at these enchantments, is the rich and royal man.

When you have visited often the **Grand Union Hotel**—as we have—you will realize the value of the notice of it under the word "IMPORTANT!"

The best people in St. Louis believe in and patronize, the "Star Roller Skating Rink," 19th and Pine Sts. Roller skating is a most healthful and graceful exercise, and it is to go far towards re-creating and giving a more healthy and robust class of people in the south and Southwest. We have not tried these skates so far, but those who have, say those advertised on pages 2 and 24 will let you down easy; or, if rightly managed, you can get away from all the rest of them—without going over or down, at all—which is better, of course, and which we commend as altogether more dignified, exhilarating and satisfactory.

VOLCANO!



For teachers to interest their pupils and for Entertainment. A scientific invention representing an actual, active Volcano. Perfectly harmless. Any one can construct it. A treat to see. Materials for Volcanoes, together with directions, and pamphlet how to teach Geography sent postpaid for 20 cents. Send Money-Order, Postal Note or Stamp. Address, **JOHN REINHART, A. M. Tux, Miss.**

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Department of Public Instructions, HARRISBURG, PA., Jan. 12th, 1885.
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SICKNESS A SIN.

PROF. C. C. CLARK, of Burlington, Iowa, in his paper on "Physical Education," read before the Iowa State Teachers' Association, said:

"I lay down the proposition that sickness is morally wrong. Every one may learn nature's laws and the penalties for the violation of each; every one who is ignorant of them is willfully ignorant, hence no man has any excuse for violating these laws. Sickness is the result of a violation of nature's laws. Nature's laws are God's laws, hence sickness is the result of a violation of God's laws. From this the conclusion would seem to be easy, viz: that sickness is morally wrong. Did a physical sin and its results ever present themselves to you in this light? Did it ever occur to you that the proverbial 'Minister's sore throat' was as reprehensible as intoxication? That indigestion and dyspepsia were on a par with drunkenness? And yet people never feel ashamed to be sick. In fact, next to the weather, there is no topic the discussion of which affords all mankind so much apparent enjoyment as its various ailments."

INSTITUTE WORK.

THE committee on President Seelye's address before the State Teachers' Association of Iowa, reported that

We most cordially indorse the suggestions as to graded Normal Institutes working harmoniously throughout the state, using in all places a single course of study. We believe that, under such a system, the Normal Institute would become an inspiration, and the questions so often asked by county superintendents as to how to secure attendance and excite the interest of the teachers, would be answered. We therefore commend this portion of the address to the careful attention of the state department of public instruction.

In respect to a course of reading, we recommend that a committee of nine persons be appointed, three from each department of the association; that this committee have power to arrange the course of study and make all the provision necessary to carry the plan into effect.

Respectfully submitted,

S. J. BUCK,
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EDS. AMERICAN JOURNAL OF EDUCATION:

Nearly fifteen years ago, while yet a school-boy in Illinois, I read and admired the AMERICAN JOURNAL OF EDUCATION, and the receipt of a copy a short time ago recalled to me its excellence. The March number, filled to overflowing with good things, lies before me, and I am prompted to obtrude upon you some thoughts suggested by the common school interests of this vicinity.

Cloverport, the picturesque little city from which this missile is projected, is situated on the Ohio river. It supports the only graded High School in Breckenridge county. Its school building, situated on an eminence overlooking the city, is an object at once conspicuous and indicative of pride in the educational advantages afforded by a special act of the legislature. This act was framed by the Hon. J. A. Murray, a member of the present board of trustees of the Cloverport High School, and, by the way, a half brother of Missouri's most excellent governor (who said so tersely and truly that "Parsimony towards education is liberality towards crime") of whom this city is the birthplace and boyhood home. The advantages secured by the act have not been fully appreciated, and there is room for much improvement in the efficiency of the school. The great want is that of a sufficient revenue.

Quite a lively enthusiasm has been awakened in the county by a series of Institutes which our efficient County Superintendent of Schools, Jas. E. Stone, Jr., has held in various places during the winter. Mr. Stone's efforts to promote the cause of popular education are warmly seconded by nearly all of the ninety teachers in the county.

Notable among them is Prof. Robt. E. Woods, district vice-president of the State Teachers' Association, who

is laboring zealously for the success of the next meeting and is arousing the people of his district to a realization of their duties to the children within the State. The meeting in Louisville last December exerted great influence, and much praise is due Col. R. D. Allen, the enthusiastic president, for his sacrifice of personal interests and devotion to the cause. With such energetic leaders we may hope to see the work prosper, and in a few years Kentucky will vie with her sister states in the excellence of her common school system.

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Thus equipped there could be little doubt of a speedy reform in educational matters. One of the great needs of teachers is that they should know their power and be able to bring it to bear upon the law-making bodies of the land. Were this power but partially exerted to show the people the necessity of passing the Senate Bill appropriating seventy-seven millions of dollars to education, our Representatives in Congress would devote more time to the consideration of such questions and less to personal repartee on the floor of the House. Kentucky wants her four and a quarter millions to supplement (not to supplant) her efforts. May she not work for it and have it?

O. H. P. GRUNDON.

Cloverport, Ky., Mar. 21st, 1885.

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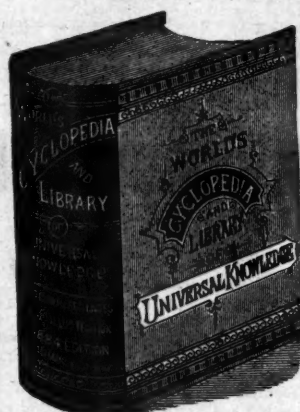
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THE REJECTED LOVER.

BY JOHN ALBEE.

I heard that in this land were many poor,
Therefore I sought them out from door to door.
Methought I had a gift would comfort give,
And make them wish on earth to longer live.
My gift I offered freely everywhere
To those who some deep want did seem to bear,
But all in vain; for only ampler store
Of gold they wished whereby to heap up more.
My gift was love—which they must needs pass by
Since it exacts the largest usury.

NATURE, when she sends a new mind into the world, fills it beforehand with a desire for that which she wishes it to know and do. Let us wait and see what is this new creation, of what new organ the great Spirit had need when he incarnated this new Will. A new Adam in the garden, he is to name all the beasts in the field, all the gods in the sky.

SOLVING THE PROBLEM.

GEN. ARMSTRONG and his Faculty of Teachers at the Hampton Normal School, at Fortress Monroe, is solving the problem of what Education will do in a practical way for our new civilization.

E. L. Dorsey, in a late number of *The Current*, describes, in a vivid way, a visit to this school, from which we glean the following interesting facts:

A LUNCH, which was served in "Winona Lodge," was really unique.

Dozens of small wooden tables were set about the various rooms on the ground floor of the Lodge; each was supplied with wooden plates, German silver spoons, paper table cloths, Chinese paper napkins with fancy borders, and a huge pitcher of Alderney milk.

As soon as the guests were seated a number of the students passed rapidly from table to table, handing beef and ham sandwiches, tea and coffee, and rich golden cake.

The beef and ham were raised, killed, and cured on the farm, the wheat raised and baked by the students, and tea, coffee and cake, made by the girl pupils of the cooking-school. For here the curriculum includes, besides reading, spelling, writing, arithmetic, geography and history, cooking, sewing, carpentering, household work, laundering, black-smithing in all its branches, agriculture, the breeding of cattle, and enough of natural philosophy, chemistry and political economy to enable them to farm and vote intelligently.

And the success of the Faculty has been such that every wagon and bit of harness, and many of the farming implements, are made in the workshops by the pupils; the shoemaking department is flourishing; the work of the vast establishment is carried on without effort; the fields are well cultivated; the Hampton cattle are sought eagerly throughout the North and

South; their collie dogs are famous for their beauty and intelligence; and the printing presses are so well handled that the proprietor of the "Hygeia" has given all his menus to the school, officers at the Fortress order their visiting cards and invitations there, and the very steamboat companies give their tickets to the Hampton darkies and Indians to print.

* * * * *

The negroes in the school preponderate the Indians, but the two races harmonize well; and the Indians, while preserving tribe distinctions and names, merge tribal hostilities into race harmony. One of the most strongly marked differences between them is their

CHOICE OF STUDIES.

The negroes take enthusiastically to books, politics, teaching and preaching, the favorite trades being carpentering and dressmaking. The Indians spring at the iron-working and farming, and care but little for books as books. They are eager, however, to learn to speak English, for each one has come charged by his chiefs to become

MIDDLEMAN

between the White and the Red, so fair play can be had, and the new generation find a foothold against the white tide that floods at morning and at evening, knowing no ebb.

This was set forth not ungracefully during the "Exercises" by Santee Single Feather, a young Crow-Creek, who addressed the audience in Sioux—a language so harsh and guttural that it is a lucky thing the

RED MAN

prefers reticent silence to conversation! The lad was handsome—as Indians go—and so pathetically in earnest that not even the stolid interpretation of George Otter-Bush (a Lower Brule, with a face and head like a rough cast of Napoleon I.) could rob it of its fire and earnestness. He said: "My father, the chief, says: 'I shall pass like the Winter and the Snow-time, but you are the Summer, and the harvest is yours. Learn while you are young, and teach your people the way; then the children who come after can learn more, and their children still more, and my people shall last and endure.'"

Robert McIntosh, the Apache scout who did such good work in Arizona, also spoke earnestly and with some force for his people. His plea was for our patience with them. He said they wanted to learn, but had to do so slowly. "They are not quick, and to talk white is not so easy."

THE INDUSTRIAL HALL

was what might be called the cream of the Institution, for there, perfected, lay the work of the year. Bunting and cereals, wild flowers and draperies of sewing and embroidery were the decorations, and the exhibits were varied and striking. The wagons and

[Continued on page 13.]

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cards attracted my especial attention, for they were as beautifully and finely built as an Indiana Coquillard.

The negroes graduate, but the Indians never can, for the Government allows them only a three years' course. This seems a great pity, for the workshops and night-schools are crowded with them (the negroes preferring the day-schools and night study), and their eagerness to learn the working part of civilization is extreme. The reports from the agencies are encouraging, and the percentage of *relapsed* Indians is about four to the hundred. I have given the maximum, and even these are reclaimable.

We regret that, for want of space, we are obliged to omit other interesting details.

Mr. Dorsey closes by saying that

"GENERAL ARMSTRONG

has the hearty sympathy and goodwill of the public, and the perfect cooperation of his faculty, and I would say in conclusion that Class Day at Hampton was the most interesting one I ever attended anywhere, for every one who read or spoke had something to say, and dealt with live facts rather than dead issues. The platitudes and essays of cultivated youth give place to the crude ideas of a new generation stretching out from a barbarous past to a possible and better future, and the means of attaining it; while the simplicity of seeking, the effort of ignorance, and the hope of days to come, lent a pathos and dignity to a whole that might otherwise have seemed common-place and slightly grotesque."

ORIENTAL.

Who, when the silent wrinkle steals
On brow and cheek, its ravage heals,
And e'en the freckle's stain conceals?
Who but Gouraud.

THE WINE CUP.

A TEMPERANCE TALE.

ERNEST DALE, his mother and father, went to a gathering of a few families. They had a pleasant time, and a supper. Ernest almost shivered as he saw the wine cup passed around.

"Will father take it, I wonder," said he to himself.

He was a manly boy, a temperance man, and a playfellow, all in one.

He watched carefully as it was passed from one hand to another. There were two tables—one for the ladies, and one for the gentlemen; but they can scarcely be called gentlemen, for they were anything but gentle in their manners. Ernest saw it handed to his father, and looked with earnest, beseeching eyes. His father understood the look of those eyes; but instead of setting the cup down, he looked at his son sternly and drank a few swallows.

Then he handed it to Ernest, and said: "Drink, my son; it will do you no harm."

"No sir, thank you," said Ernest,

"I am a temperance boy," and set the wine cup down.

Any one else would have passed it on to the next one; but Ernest did not. He sat looking at it for a moment, and then pulled out of his pocket a piece of paper and a pen, turned to the next one and said, "Sign my pledge, sir?"

The man was struck by the manner in which Ernest brought things about. He signed the pledge then and there, promising never to take wine or any other strong drink.

Ernest passed his pledge all around the table. Some refused, some signed it. His heart beat high in his breast as he approached his father. He wondered whether he would sign it right away, or make several excuses for not signing it. He refused at first, but several of the good men who had signed it, coaxed him, and at last he signed it with a sigh.

The master of the house signed the pledge too, and ordered the servant to take "that abominable" winecup away.

Ernest was very happy at the thought of being the means of having a wine cup taken away.

He asked all his friends to sign his pledge, and has been the means of having many wine cups ordered away from tables.

[The above composition by a girl ten years old in the St. Louis schools, was read to us the other day by Supt. Long, and it was in all respects so admirable that we solicited a copy for the JOURNAL. We do not know the author at all, as it was unsigned, but numbered.—Eds.]

ALONE—but can a man be said to be really alone when he has his thoughts and an Esterbrook Steel Pen?

It will be an easy matter for the thousands who have already secured our valuable and useful Premium Cyclopaedia, by showing it to their friends, to secure the extra Premium for Five or Ten Subscribers, offered on page 10 of this issue.

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We wish every man, woman and child on this continent could visit the New Orleans Exposition, especially those of whom Shakespeare speaks as

"All the voyage of their life
Has been bound in shallows and
In miseries."

It would give them new faith in mankind and in the progressive possibilities of the nineteenth century.

GROVER CLEVELAND, President of the United States, said in his inaugural address, that "those who are selected for a limited time to manage public affairs, are still of the people, and may do much by their example to encourage, consistently with the dignity of their official functions, that plain way of life which, among their fellow citizens, aids integrity and promotes thrift and prosperity."

ABOUT 250,000 readers of this JOURNAL know—now—that both themselves, and their friends, can secure our Premium Cyclopaedia and this JOURNAL one year for \$1.00. Both sent postpaid.

"Look here, this piece of meat don't suit me. 'It's from the back of the animal's neck," said a man to a German butcher. "Mine frien', all dot peef vat I sell is pack of dot neck. Dere vos noddig but horns in front of dot neck."

IN memory, as well as any other box, a good packer will stow more than a poor one.

WHERE DO YOU BELONG?

THIS is an important query, especially in view of the facts as stated by Prof. C. C. Clark of Burlington, in his paper before the State Teachers' Association of Iowa.

It is a query, not only for Teachers, but for every Father and Mother to answer as well.

The fathers, and mothers too, take this JOURNAL now more than ever before, and we ask them in all seriousness,

Where do *your* children belong?

In my dealings with children, says Prof. Clark, I have found them very unsystemmatical, mainly I believe because they have been allowed to follow out their natural bent, natural in the sense that is inborn.

Tom, who is studious, is encouraged to become a book-worm. Dick, who is medium, is left pretty much to himself; while Harry, who is largely animal, is ever at the foot of his class.

Tom graduates at the head of his class, becomes a doctor, a minister or a lawyer, and having no physical stamina, over-exerts in the awful race for the front, and the cold, cold grave receives him, while the sympathizing friends, looking at the wife and small children left to the tender mercies of the world, wonder at the mysterious ways of Providence; but a keen judge looking on says, "Tom was a fool," and so he was.

Dick makes a medium citizen, lives a medium life, dies a medium death and is mourned with medium tears, is in short a medium character.

Harry soon finds school too slow for his active animal growth and leaves for a practical life. Poor Harry; he soon finds the practicality of the great world too much for him, finds the need of skilled labor, of muscle back-

ed by brain, and while he has the muscle he lacks the brain.

Tom and Harry would, together, make a man, singly they are failures.

Harry sinks to a mere existence, or drinks himself to death, and the keen judge, noticing everything, says sententiously, "all fools," and so they are, but there are thousands like them. These are the extremes, but in them or amongst them will fall all mankind. Where do *you* belong?

Do you not see the work of the schools? Do you not see the need for the new co-education, the education in which body, mind and soul shall equally share, in which no part of the trinity shall thrive at the expense of the others, and thus bring ruin on all? Our ideal then in all teaching must correspond, and this it is—a man.

What a grand word that is when taken in its full meaning! What heights, yet untrodden, does it picture out.

Where will *your* children be in this race of life?

I dropped my pen and listened to
the wind. Wordsworth.
THE maker's name engraved on it
I find. Esterbrook.

THE gentleman is a man of truth, lord of his own actions, and expressing that lordship in his behavior, not in any manner dependent and servile either on persons, opinions or possessions.

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For five years I was a great sufferer from Catarrh. My nostrils were so sensitive I could not bear the least bit of dust; at times so bad the blood would run, and at night I could hardly breathe. After trying many things without benefit I used Ely's Cream Balm. I am a living witness of its efficacy. PETER BRUCE, Farmer, Ithaca, N. Y. Easy to use, price 50 cents.

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C. E. MERRILL continues in *The Current* of Feb. 21 his interesting and valuable history of the Ku Klux Klan, as derived from personal investigation. He declares that such an Order can never again exist in the South, where "the whirl of the wheels is the music of the future."

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In making up the above list of \$60.00 in presents, we decided to reserve \$4.00 to be divided equally among the first 100 subscribers received. If you send \$6.00 you will be entitled to one receipt good for one present. The letter from the publisher of the first 100 received, you will be entitled to this beautiful Watch. We will print in full in the March issue of the **KENTUCKY FARMER** the names and addresses of the winners of the 100 Gold Watches. Send your name and address at once out to the letter. Send now. Do not wait. The **KENTUCKY FARMER** is well established, and it backed by ample capital, so that every one of our subscribers may be sure of getting what we promise him. It is not a new departure. I think of it with our paper. Undoubtedly some who read this notice could not afford otherwise than to give away \$6.00 in presents is most unreasonable and unprofitable; but let us say to all such persons that if they come anywhere from \$8.00 to \$10.00 to secure a large circulation to a paper.

We know of a publisher who spent \$40.00 in one week in giving away free copies and advertising his paper, and the money was well spent, for it secured for him access to an established circulation that paid Good Interest on its investment. Publishing nowadays must either be done on an extensive scale or not at all. It costs just as much for matter and just as much for illustrations, electrolytes, editorial services, rent and postage as for setting up the type for a paper of 1000 circulation as it does for a paper with 200.00 circulation. And each edition each one of the above items adds the cost of a large edition. It is not a business which can be carried on large editions the expense to spread over so many papers that it makes almost entirely lost; thus you can see that large profits can be made only by doing a large service to the people, in other words, by carrying on a business. This is precisely what we propose doing with the **KENTUCKY FARMER**. We will send a printed list of the names of those who have been forwarded to holders of receipts as they may direct. Our old patrons and subscribers whom we number by the thousands stand at once open to work and help to increase our list by the grand and rapid sale of their watches.

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Mention this Paper

IS KNOWLEDGE POWER?

(Continued from March Number.)

[We continue the extracts from the lecture by H. C. Courthope Bowen, of the Flinsbury Training College, England, of which we published the first installment in our last issue.—EDS.]

It was one of my greatest delights to ramble off into those woods, with my gun or my rod, in search of game or fish, or on a more peaceful hunt for ferns and orchids, in the beauty and variety of both of which Trinidad surpasses all other places in the world. What knowledge did I pick up? Remember, I was only a rather dreamy boy—not a naturalist or botanist—possessing no kind of science. Well, I gained the knowledge of a great many facts connected with birds and animals, and plants and flowers—when and where this or that was to be found, which loved the open sunlight and which loved the cooler shadow. All this was an enjoyment at the time; and in the solitude of this crowded city of ours it has constantly been a great delight to recall those days. But has the knowledge I then obtained given me power of any sort? Again, I think not. It created in me a love for Nature; it woke in me a great wonder at her beauty and variety, and to some extent a curiosity about the why and the wherefore of much that I saw. I listened to her many voices, and somewhat I learned of her doings; but I fear I did not consider her ways. I

was not a student, I was only a boy-sportsman; or, to borrow Newton's words about himself, I was only like a child "playing on the sea-shore, and diverting myself in now and then finding a smoother pebble, or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me." And yet as Nature is everywhere, and her facts of such general application, and as these facts are so excellently fitted for calling into action, and so developing, our faculties of perception, what I then learned of them has often enough been of unexpected help and value, supplying a link of thought or prompting a suggestion, and so after all may perhaps beset down as having produced a kind of power, though of only a very humble sort,—and as *itself* having become in a still more restricted sense, a kind of power. But why have I told you all this? Because I think there is contained in it the gist of the whole matter.

The first class of facts which I have mentioned are isolated, dead, stony facts, utterly unproductive. One might as well hope to produce a crop of corn by sowing pebbles, as to grow thought by implanting such facts in a child's mind. They form part of no law, but are entirely accidental, and can be picked up when wanted as easily as stones on a road. They have their temporary narrow use, as even the smallest facts have at times; and at times can be used as weapons of offence with as telling

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effect as the memorable chunk of old red sandstone. But they are not material for thought-production, and may safely be left for acquirement till some particular occasion demands a knowledge of them.

The second class of facts reminds me of nothing so much as the branches of coral we place on our mantel-pieces, which once were the bones of a living organism, but which to most of us are but so many fantastic shapes of carbonate of lime. So the processes of manufacture and agriculture which I have mentioned were once, in the cases of their inventors or improvers, parts of living thought and serviceable in thought-production; and might again be made somewhat of a training to the mind—though perhaps not of a high order—when treated by an able teacher. But when acquired in a mechanical way, as a string of mere facts, as things simply to be done, and not things to be thought about, not calling into play any powers of perception; as matters relating solely to sugar or cocoa, and having no wider connection or application, and nothing to do with the universal laws and processes of nature,—then, like so much of our lifeless mechanical science teaching, they are but bones of dead thought, unprofitable, unproductive of power, at best meretricious of a feeble wonder at some hazy glimpse of

And the facts of the third class—what shall I liken them unto? They are like the seeds which, if rightly planted in the right soil, and rightly treated, will spring up and bear fruit a hundredfold; but which, if carelessly gathered and left unplanted, have no more possibility in themselves of producing power than the pebbles had. They are like the facts of everyday life which are meeting us always and everywhere; which are of universal connection and application, and might teach us so much, which should give us such clear and right conceptions, such sound reasoning and judgment, and lead us to such real power; but which most of us stare at, and wonder at, and dream about, and talk about, and make little or no use of. Their wide connections reaching out in every direction, and the possibility of applying in every place the knowledge acquired concerning them, give them their greatest value in practical work; while, as a means for producing thought-growth, the readiness with which they may be obtained, their interconnection with one another, the circumstance that their origin and the laws they illustrate are independent of human accident, of human contrivance,—all these render them—our facts of nature—far more capable as the producers of power

[Continued on page 16.]

than the facts of the other two classes can ever be. But the mere fortuitous possession of them can never by itself produce power.

Now, I have been using two words repeatedly, and I shall be obliged to continue to do this; and yet I have not, perhaps, made it quite plain what I understand them to signify. I refer to the words *knowledge* and *power*. I shall not attempt to define these two ideas for all the world; but I must at least make it clear what they represent when I use them myself. *Knowledge*, then, I take to mean that familiarity with a thing or a fact which is sufficient to enable us to put it to all its natural uses readily, and without error; knowledge of a process, that acquaintance with its means, causes, conditions, and results—its whys, its wherefores, and its hows—which enables us to reproduce it (at least in imagination) in every detail whenever we desire to do so, to put it readily to all possible uses, and to check it or prevent its results as far as this is humanly possible. By *power* I mean the ability to do, to act, or to produce, influence, or check action; not merely physical external action, but also internal mental action. If, then, the familiarity with and complete possession of a fact or thing or process does not produce this ability to act or to influence or induce action, you will be prepared to find that I do not consider that this knowledge produces power.

[To be continued.]

METHODS.

WE clip from the *Canada School Journal* the following wise and timely suggestions to the young teacher on the subject of how best to teach

READING.

1. Use slates and the blackboard in teaching reading from the beginning, especially the latter.
2. Let the pupils write script from the first.
3. Only teach the sounds of letters as they are used. It is a great mistake to teach the alphabet as a whole, either by names or sounds, before putting these to a practical use.
4. Pupils should not be allowed to try to read a sentence until they know all the words it contains.
5. Simultaneous reading should only be allowed when the pupils are imitating the teacher, or when they are reciting something that has been committed to memory.
6. Bright pupils are certain to engross most of the teacher's attention so long as they are in the class. Dull pupils should get most teaching. In order to secure this result, when the new work of a lesson has been taught, give review test words or sentences, and let those who read them first go to their seats and work there.
7. Backward pupils rely on those more advanced to lead them, and it is

of the utmost importance that they should be compelled to make independent efforts for their own good. It is therefore very much better to let the pupils repeat the new words or sentences to the teacher after he has written them on the blackboard.

8. Pupils should be required to do a great deal of word building. The following are illustrations of an infinite variety of problems which may be assigned to them:

(a) When they know the sound of at, in, ing, on, etc., let them make as many new words as possible by prefixing letters to them.

(b) Give them two consonants, one for the beginning and the other for the end of a series of words, and let them form words by writing vowels between them.

(c) Give a single consonant, and let the pupils form as many words as they can, beginning or ending with it, and containing the number of letters fixed by the teacher.

Or when they are a little more advanced, write a word on the blackboard and give some small prize to the pupil who will construct the largest number of separate words from the one given. A great interest will be awakened, and you will send old and young, and father and mother and brother and sister and friend to the dictionary to help out, and in doing this you do the best work; though the result seem remote, it will tell largely for the good of all.

NEITHER mental nor physical labor can be accomplished satisfactorily unless the system is in order. When you feel tired, languid, wearied without exertion, the mind slow to act, and requiring great mental effort, you can rest assured that your liver is not acting properly, and that nature requires assistance to help throw off impurities. There is no remedy that will accomplish this so mildly and yet effectually as PRICKLY ASH BITTERS. A trial will satisfy you of its merits.

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Many attempts have been made to cure this distressing disease by the use of inhalants, medicated vapors and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucus tissue.

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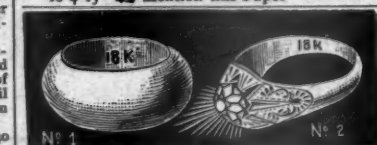
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METHODS.

ORAL spelling,—as a test of the pupil's knowledge, as to whether or not they know how to spell and pronounce words correctly,—is valuable—but not otherwise.

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R-u-b-i-n-S-k-e-n-h-e-r-h-o-r-n-w-a-n-t-s-a-s-i-o-l-o-p-e-d-a-c-e-n-d-i-t-t-o-s-k-i-n-i-a-t-l-a-s-u-y-o-r-k.

Or something like this:

S-i-n-t-l-a-v-o-n-b-u-l-a-o-f-k-o-n-a-w-i-p-a-w-a-n-t-s-l-h-u-n-d-e-r-d-o-f-y-u-r-f-o-t-e-r-g-r-a-f-s.

Now imagine, if you can, what we should do with a clerk who spelled orally in that way, and by spelling from sound should write us after such a fashion. Or, suppose a teacher should write us a letter after this fashion—what should we think of the education—or rather the lack of it—in such an one?

Let your pupils correct them—or put them on the board as they should be in all respects—and you will get our idea of the proper method of teaching pupils how to spell properly.

Both oral and written spelling should be practiced in all our schools, and in all classes too; for it will soon be found that the subject has been so much neglected that the older and larger pupils are frequently very poor spellers. Writing reveals this very quickly and thoroughly.

We clip a remark or two on this subject, and a few sample words from "Select Spelling and Pronouncing Lessons," from Appleton's School Readers (D. Appleton & Co., Publishers, price 5 cts.)

"The difficulty of spelling English words arises from uncertainty in regard to the combinations used to represent elementary sounds. For instance, the sound *e* is represented in eleven different ways in the words obb, dead, again, aesthetics, many,

nonpareil, jeopardy, friend, bury, guest, says. Again, the words head, head, great, heart, wear, ocean, earth, present *ea* with seven sounds.

When the teacher pronounces a word from the following lessons, let the pupil spell and define the two or more words having the same pronunciation. Let us start with words of one syllable, as an experiment, using only a very few at first.

mien	feign	nave
mete	feint	lief
meter	fort	leek
mite	frize	lynx
pler	gauge	lode
poll	wreak	sole
raze	wrest	style
choir	right	suite
cite	wright	wave
site	wrote	scull

Here are a few words, which are comparatively common, from the Third Reader, which may serve as a good lesson:

acid	purchase	groat
arid	silence	fief
compel	raiment	fiend
fagot	whey	fierce
hazard	skeln	grief
salad	gaol	niece
satir	prayer (prar)	shrlek
tacit	guard	wield
absence	fought (fawt)	be-llef
palate	wrought (rawt)	cash-ler

Let the pupils give a sentence in which these words are used.

THE Illinois Legislature, we hope, will early appropriate the \$170,000 asked for to rebuild the State Normal School at Carbondale.

The State needs this institution—the good faith of the State, too, is to a certain extent, pledged to the Carbondale people to rebuild this school.

GRAND old Missouri makes a creditable showing of her interest in Education on page 4 of this issue. Did you notice it?

LET us multiply the Teachers' Institutes this season. Let us arrange a good programme, not only of study, but also for some lectures on popular themes, two or three evenings in the week, to interest the people. Let us have good music—some fine recitations—a regular committee appointed to welcome and seat properly and politely all strangers who come, so that all shall feel at home and get the full benefit of the gathering. Be social. About four hours' study is enough—two in the morning and two in the afternoon. Take up the methods largely.

WE like this, and commend it to teachers and school officers:

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Dear Sir—The Globe ordered from you arrived to day in good condition. It gives entire satisfaction. We regret now we did not purchase it sooner, so our children could have had the advantage of it from the opening of the school.

Yours respectfully,

C. MARKART.

Secretary Board of Education.

[We hope all the other schools in Colorado will do like-wise.—EDS.]

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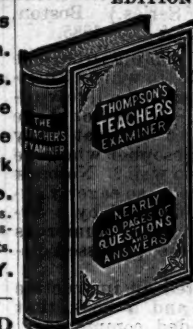
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RECENT LITERATURE.

RALPH WALDO EMERSON. By Oliver Wendell Holmes. (American Men of Letters Series.) Boston, Houghton, Mifflin & Co. 1885.

This biography, coming from one of the literary circle to which Emerson belonged, has excited a lively interest everywhere. What would the witty poet and wise "autocrat" say of the poet and philosopher whom he knew so long and so well? No book of the season has been so eagerly expected and so greedily read by a circle including a far more numerous class than that of the professed disciples of Emerson.

All had anticipated an instructive book, a witty book, and a book that would furnish needed commentary. In these respects none have been disappointed.

In seventeen chapters the author has presented and discussed the biographic data, the literary environment, and the products of Mr. Emerson's pen in the departments of philosophy, poetry and prose essay writing. The influence of the sane, healthy common sense of Dr. Holmes will tend to draw to the study of Emerson a new class of readers. As we have had occasion to notice in other volumes relating to Emerson the temptation to quote largely from his wonderful prose and verse, so we cannot fail to be struck with the fact that Dr. Holmes has yielded to the same impulse. When you wish to condense into a brief and pithy utterance some idea that Emerson has set forth, you look over his essay and find on every page the most forcible and happy statements which sum up the entire thought of the essay.

We are told that organic beings in some way reflect the whole universe in each, just as the dew-drops on the morning grass reflect each the sun. Emerson's sentences reflect each the central thought of the entire essay. No writer of English has been so gifted in creating expressions that are at once luminous and condensed. If a happy abridgement is sought, then one will naturally feel himself compelled to quote.

In the first four chapters, Dr. Holmes relates the events of early childhood, school and college life, the divinity school, the first preaching and the subsequent settlement as colleague of Henry Ware; his resignation, visit to Europe, second marriage, publication of his first book, and the address before the Phi Beta Kappa Society. In the fifth chapter we find an account of the famous divinity school address, which made an epoch in the religious history of Boston. The commencement of the long correspondence with Carlyle belongs to this epoch. Says Dr. Holmes: "On the 14th of May, 1834, Emerson wrote to Carlyle the first letter of that correspondence which has since been given to the world under the careful editorship of Mr. Charles Norton. This correspondence lasted from the date mentioned to the 2d of April, 1872, when Carlyle wrote his last letter to Emerson. The two writers reveal themselves as being in strong sympathy with each other, in spite of a radical difference in temperament and entirely opposite views of life. The hatred of unreality was uppermost with Carlyle; the love of what is real and genuine with Emerson. Those old moralists, the weeping and laughing philosophers, find their counterparts in every thinking community. Carlyle did not weep, but he scolded; Emerson did not laugh, but in his gravest moments there was a smile waiting for the cloud to pass from his forehead. The duet they chanted was a *Miserere* with a *Te Deum* for its antiphone; a *De Profundis* answered by a *Surresum Corda*."

Speaking of Emerson's historical discourse at the second centennial of the settlement of the town of Con-

cord, Dr. Holmes comments: "Mr. Emerson, himself, besides being a poet and a philosopher, was also a plain Concord citizen. He was a faithful attendant upon town meetings, and though he never spoke, was an interested and careful listener to the debates on town matters. That respect for mother wit and all wholesome human qualities which reveals itself through all his writings was bred from this kind of intercourse with men of sense who had no pretensions to learning, and in whom, for that very reason, the native qualities came out with less disguise in their expression. He was surrounded by men who ran to extremes in their idiosyncrasies . . . he kept his balance among them all. It would be hard to find a more candid and sober record of the result of self-government in a small community than is contained in this simple discourse, patient in detail, large in treatment, more effective than any unsupported generalities about the natural rights of man, which amount to very little unless men earn the right of asserting them by attending fairly to their natural duties."

Dr. Holmes has taken up in succession almost all of the Emerson writings, and furnished a critical commentary, although a brief one for each. Of the essays, he remarks in general: "Once accustomed to Emerson's larger formulae we can, to a certain extent, project from our own minds his treatment of special subjects. But we cannot anticipate the daring imagination, the subtle wit, the curious illustrations, the felicitous language, which make the lecture or the essay captivating as read, and almost entrancing as listened to by the teachable disciple."

In chapter seventh, he gives an account among other things of the second visit to England, and the lectures which he condensed into the volume published under the title of *Representative Men*. He says of its contents: "The title was a happy one, and has passed into literature and conversation as an accepted and convenient phrase. It would teach us a good deal merely to consider the names he has selected as typical, and the ground of their selection. We get his classification of men considered as leaders in thought and in action. He shows his own affinities and repulsions, and, as everywhere, writes his own biography, no matter about whom he is talking. There is hardly any book of his better worth study by those who wish to understand—not Plato, not Plutarch, not Napoleon, but Emerson himself. All his great men interest us for their own sake; but we know a good deal about most of them, and Emerson holds the mirror up to them at just such an angle that we see his own face as well as that of his hero, unintentionally, unconsciously, no doubt, but by a necessity which he would be the first to recognize."

He quotes the following characteristic passage from Emerson on Pessimism, saying, by way of preface: "If our learned and excellent John Cotton used to sweeten his mouth before going to bed with a bit of Calvin, we may wisely sweeten and strengthen our sense of existence with a morsel or two from Emerson's Essay on Resources:

"A Schopenhauer, with logic, and learning, and wit, teaching pessimism—teaching that this is the worst of all possible worlds, and inferring that sleep is better than waking, and death than sleep—all the talent in the world cannot save him from being odious; but if, instead of these negatives, you give me affirmatives; if you tell me that there is always life for the living; that what man has done man can do; that this world belongs to the energetic; that there is always a way to everything desirable; that every man is provided, in the new bias of his faculty, with a key to nature, and that man only rightly knows himself

as far as he has experimented on things.—I am invigorated, put into genial and working temper; the horizon opens, and we are full of goodwill and gratitude to the Cause of Causes."

Chapter XIV, on Emerson's poems, is, on the whole, the most interesting portion of the book. Speaking of his rank as a poet, he quotes from the preface to the *Parnassus*, Emerson's words: "The great poets are judged by the frame of mind they induce; and to them, of all men, the severest criticism is due," and remarks, "His own poems will stand this test as well as any in the language. They lift the reader into a higher region of thought and feeling. This seems to me a better test to apply to them than the one which Mr. Arnold cited from Milton. Milton had been speaking of logic and rhetoric, and spoke of poetry 'as being less subtle and fine, but more simple, sensuous and passionate.' This relative statement, it must not be forgotten, is conditioned by what went before. If the terms are used absolutely, and not comparatively, as Milton used them, they must be very elastic if they will stretch widely enough to include all the poems which the world recognizes as masterpieces; nay, to include some of the best of Milton's own. Emerson was not only a poet, but a very remarkable one. Whether a great poet or not, will depend on the scale we use, and the meaning we affix to the term." He proceeds in this discriminative vein to discuss the qualities of Emerson's verse, quoting many specimens, and especially from the fragments recently published, regarding which he says felicitously: "We do not want his fragments to be made wholes; if we did, what hand could be found equal to the task? We do not want his rhythms and rhymes smoothed and made more melodious. They are as honest as Chaucer's. His poetry is elemental; it has the rock beneath it in the eternal laws on which it rests; the roll of deep waters in its grander harmonies; its air is full of Æolian strains that waken and die away as the breeze wanders over them; and through it shines the white starlight, and from time to time flashes a meteor that startles us with its sudden brilliancy."

AGAMEMNON'S DAUGHTER. A Poem by Denton J. Snider. Boston: James R. Osgood & Co. 1885.

No writer of modern times has shown a deeper or more delicate appreciation of Greek life and thought than Mr. Snider. He is a genuine poet in feeling. His mastery of versification is not wholly commensurate with his thought, but the poetry he writes is still poetry in the most vital sense.

The themes of the early world, from the very fact of the vagueness characterizing them in their primitive form, admit of indefinite expansion and refinement. Even the Greeks themselves discovered the tragic phase of the Trojan expedition involving the sacrifice of Iphigenia only at a comparatively late date. So again this theme was taken up by Goethe and developed in a phase left in the form of mere suggestion in the Greek consciousness. His *Iphigenia auf Tauris* is a masterpiece which is itself at once a work of art and a profound interpretation of a most important phase of the Greek spirit and its influence upon the barbarian world. And now Mr. Snider in his new dramatic epic, presents a still further development. In his first canto he brings together the chief among the fundamental elements of the movement he is to portray—Agamemnon with his pride and ambition, Paris with his merely sensual nature, Helen with her perfection of sensuous beauty, and Iphigenia with her devotion to the highest type of morality.

Helen is indeed the element in

Greek life most akin to Asiatic sensuality. The danger to Greek civilization is that the sensuous phase of beauty may be separated from the vital element of morality—that Helen may be separated from Iphigenia. For a time indeed the ruin of the Greek spirit seems accomplished. The seductive influences of Asiatic luxury represented by Paris triumph. Helen is borne away out of her natural surroundings and degraded. But no sooner is this accomplished than all Greece awakes to a consciousness of the loss and sees itself lost in the loss of Helen. For the Greek spirit can unfold itself no otherwise than in the forms of beauty; and to do this the forms of beauty must be preserved in their purity and dignity so that they shall embody the morality of Freedom as realized by the Greeks. Hence the subordination of all other interests to this one supreme purpose of restoring Helen, the ideal of beauty, to her rightful place in the midst of that world where alone she can be preserved from degradation.

But this entails sacrifice on the part of the non-offending Iphigenia. The pure sacrifices herself for the impure. The guiltless one not only makes but actually owes the sacrifice of self to the guilty one. The pure cannot be indifferent to the impure. Only through this self sacrifice can the pure one prove herself to be truly pure.

This spirit of self sacrifice, besides, proves to be of a universal nature. The sacrifice of Iphigenia is not merely for the restoration of Helen—not merely for the preservation of the one form in which the Greek spirit can unfold itself. Rather her sacrifice is made for the whole world. The ethical element of the Greek world must appeal to barbarous races and transform them. And these races in turn with the vital forces of their inner life no sooner become tamed and ennobled under the influence of Iphigenia than they join with her in her return to celebrate the restoration of Helen to Greece—the reunion of the perfect form of beauty with the ethical nature which alone can preserve it in its freshness and immortality.

It is a really magnificent treatment of this old theme which Mr. Snider brings us and which he uses so that in the person of Helen, the immortal form of sensuous beauty matured once for all in the Greek world, and in the person of Iphigenia, the type of ethical purity and harmony, there is admirably embodied that eternal lesson—only clearly understood in the modern and Christian world—that the moral and the beautiful can never be sundered save to their mutual hurt, and that the highest law of the spirit is to recognize its own universality reflected in every spiritual being and hence to behold as the absolute condition of self-development, the absolute sacrifice of the particular or arbitrary self in order to the attainment of the universal or rational self. "He who loses his life shall find it" and he alone.

WM. M. B.

TECHNICAL EDUCATION, AND OTHER ESSAYS. By Prof. T. H. Huxley. Price, post free, 15 cents in postage stamps. J. Fitzgerald, Publisher, 20 Lafayette Place, New York.

This latest number of the "Library of Science" is one of the most valuable and interesting in that popular series. Besides the essay on "Technical Education," which by itself is worth more than the price of the whole number, there are four other essays, namely, on Joseph Priestley, the discoverer of oxygen; on the Connection of the Biological Sciences with Medicine; on Sensation and the Sensiferous Organs; and on Certain Errors respecting the Structure of the Heart attributed to Aristotle.

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The purpose of this volume is to supply, in as compact a form as is consistent with clearness, the orthography, pronunciation, meaning and etymology of all English words which are likely to be encountered by the general reader or student.

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III. Arbitrary Signs Used in Writing and Printing.

IV. Metric System of Weights and Measures.

CASSELL'S FAMILY MAGAZINE.—It has been said, and with much truth that the best novels of this decade are written by women, and young women at that. However this may be, we can say that two of the best novels now appearing in serial form are by women, and in *Cassell's Family Magazine*, "A Diamond in the Rough," by Alice O'Hanlon, and "Sweet Christabel," by Arabella M. Hopkinson. Two more charming stories it would be hard to imagine.

Articles of a more practical nature tell us "How American Bread is Made;" "Work in the Garden;" and last, but very far from least, "What to Wear."

The Fashion Department gives the common sense view of fashions and writes of them in a way the most serious minded woman can read and be interested, while the pictures might well pass for the illustrations of a story. Other articles of interest in this number are a review of Julian Hawthorne's "Nathaniel Hawthorne and His Wife," of which the reviewer speaks in complimentary terms. Illustrations abound in this number. *Cassell & Company, Limited, New York.* \$1.50 a year.

WIDE AWAKE for April is a charming number, as well as a very instructive one.

It speaks of its Frontispiece suggestive of Spring—new grass and apple-blossoms—as

"Sweet, sweet, sweet, is the season that is coming."

There is a beautiful Easter Poem also, finely illustrated.

Mrs. Jessie Benton Fremont—a woman of whom every St. Louisian should be proud—writes of "Mrs. Madison and of Mrs. Alexander Hamilton."

"Down the Ravine," by "Mr. Craddock" Miss Murfree, of St. Louis, grows in interest and power all the time.

There are pictures and poems, and all sorts of fresh wholesome attractions for both old and young, too numerous to mention, but of the best quality always. *D. Lothrop & Co., Boston, Publishers.*

THE NORTH AMERICAN REVIEW for April is a strong number in all its discussions.

The "Comments" on articles in previous issues are of special interest, although contradictory. We want, in order to judge correctly, more than one view of a question and more than one side stated.

Dr. Shedd's effort to make "Everlasting Damnation a Cheerful Creed," was good of its kind—but the kind revealed him as a human rhadamanthus

THE ART AMATEUR for April, comes laden with suggestions and instructions, from the artistic first cover to the last line on the last cover. Even the advertisements are artistic announcements of artistic articles.

There are seven supplement designs; full page illustrations from the studio of Daniel Ridgway Knight. Articles: The Decoration of our Homes; Designs for Repose Brass; Suggestions for Metal Work; Correspondence, Editorial, etc. Four dollars per year; single copy 35 cts. *Montague Marks, editor and publisher, 23 Union Square, New York.*

THE CENTURY for April issues 250,000 for its first edition. There is a continuation of its "War" articles—notably the Naval Engagements in Opening the Mississippi, and the capture of New Orleans.

"In Plain Black and White," by Henry W. Grady, is an article we commend strongly. We hope to find room for some of the wise things said by Mr. Grady.

Mr. Theodore Roosevelt, of New York, gives us "Phases of Legislation," as he has witnessed them in New York.

Mr. P. H. Felker, of St. Louis, writes of "The School of Dishonesty," which is also well worth a careful perusal, as are all the other articles.

THE MAGAZINE OF ART for April. Mr. Albert Moore has the place of honor in the *Magazine of Art* for April; his "Study in Drapery," printed in color, forms the frontispiece, while reproductions from his best known pictures grace other pages of the magazine. "The Older London Churches," by W. J. Loftie, which is followed by a curious account of "Fashions in Waists" by Richard Heath. Both of these papers are fully illustrated, as indeed are all in the magazine. The editor of the magazine discusses at length the French sculptor Clodion and his work. A paper by James Runciman tells of the mismanagement of art studies in what is known as the Board School in London. The "Art Notes" of America and Europe are so well edited that there is little the reader will not find in this admirable record. *Cassell & Company, Limited, New York, \$3.50 a year.*

THE ATLANTIC MONTHLY for April is a remarkably good number. Its serials by Craddock, Mrs. Oliphant, and Miss Jewett progress admirably, and Dr. Holmes adds the attraction of a poem called "The Old Song" to his installment of "The New Portfolio." We give also on another page what Dr. Holmes says of photographs. "Political Economy and the Civil War," a study by J. Lawrence Laughlin. There are also reviews of recent poetry by Browning, Tennyson, and Swinburne, and of Gosse's edition of Gray's Works, together with the usual Contributors' Club and Books of the Month. *Houghton, Mifflin & Co., Boston.*

ST. NICHOLAS for April comes with over thirty articles, each profusely illustrated, so that the eye helps the mind materially to grasp the best—and there is a good deal of the best—ways in St. Nicholas.

The pages of the Senate are "Talking Off" the illustrious men who command so much attention as the most honorable body in history—if not the wisest one—they do it well.

"The Boys' Club" will attract attention for the good work it is doing. There is, in addition to all the rest, a statement of who won the prizes—the amounts given for each.

The stories which won the first and second prizes, are to be printed in the next two numbers of *St. Nicholas*. Published by *The Century Co., New York.*

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18-3-17

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Those languid, tiresome sensations, causing you to feel scarcely able to be on your feet; that constant drain that is taking from your system all its former elasticity; driving the bloom from your cheeks; that continual strain upon your vital forces, rendering you irritable and fretful, can easily be removed by the use of that marvelous remedy, Hop Bitters. Irregularities and obstructions of your system, are relieved at once while the special cause of periodical pain are permanently removed. None receive so much benefit, and none are so profoundly grateful, and show such an interest in recommending Hop Bitters as women.

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I was affected with kidney and urinary

Trouble—

"For twelve years!"

After trying all the doctors and patent medicines I could hear of, I used two bottles of Hop

"Bitters;"

And am perfectly cured. I keep it "All the time!" respectfully, B. F. Booth, Salsbury, Tenn.—May 4, '83.

BRADFORD, PA., May 8, 1875.

It has cured me of several diseases, such as nervousness, sickness at the stomach, monthly troubles, etc. I have not seen a sick day in a year, since I took Hop Bitters. All my neighbors use them.

MRS. FANNIE GREEN.

\$3,000 Lost.

"A tour to Europe that cost me '\$3,000, done me less good than one 'bottle of Hop Bitters; they also 'cured my wife of fifteen years' nervous weakness, sleeplessness and 'dyspepsia.' R. M., Auburn, N. Y.

So. BLOOMINGVILLE, O., May 1, '79.

SIRS:—I have been suffering ten years, and I tried your Hop Bitters, and it done me more good than all the doctors. MISS S. S. BOONE.

Baby Saved.

We are so thankful to say that our pining baby was permanently cured of a dangerous and protracted constipation and irregularity of the bowels by the use of Hop Bitters by its mother, which at the same time restored her to perfect health and strength.

—The Parents, Rochester, N. Y.

None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

Teachers wanting positions, send for "The Educational World." Address "Modern Teacher's Supply Company," Logansport, Indiana.

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Specialty. Get our Estimates be-

fore placing orders else-

where.

PHOTOGRAPHS.

DR. OLIVER WENDELL HOLMES, in his wonderful story, "The New Portfolio," now being published in the *Atlantic Monthly*, says some very remarkable and interesting things as to the changes wrought in the human face, as age, and time, and care, comes upon us. He says:

"If one could have before him a set of photographs taken annually, representing the same person as he or she appeared for thirty or forty or fifty years, it would be interesting to watch the gradual changes of aspect from the age of twenty, or even of thirty or forty, to that of three score and ten. The face might be an uninteresting one; still, as sharing the inevitable changes wrought by time, it would be worth looking at as it passed through the course of life,—the vital parabola which betrays itself in the symbolic changes of the features. An inscription is the same thing, whether we read it on slate, stone, or granite, or marble. To watch the lights and shades, the reliefs and hollows, through a lifetime, or a large part of it, by the aid of a continuous series of photographs, would not only be curious—it would teach us much more about the laws of physiognomy than we could get from casual and unconnected observations."

The young people, and the older ones, too—if they choose—can commence now, and secure the *One Hundred Stamp Photographs*, as described on pages 10 and 11, and follow it up from year to year.

It would be a good investment for the parents and patrons of the schools, both public and private, to spend a little more time in looking into these schools.

They would be astonished and pleased at the progress which is being made.

More practical, more useful, more helpful to all, our teachers earn and deserve the best that can be said and done for them. This "boom" upwards ought without delay to reach the wages of this overworked and underpaid class who are doing such valuable work in every community.

IMPORTANT.—When you visit or leave New York City, save Baggage Expressage and Carriage Hire, and stop at the *Grand Union Hotel*, opposite Grand Central Depot. 459 elegant rooms, fitted up at a cost of one million dollars, reduced to \$1.00 and upwards per day. European plan. Elevator; Restaurant supplied with the best. Horse-cars, stages, and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

Don't be a cynic and disconsolate preacher. Don't bewail and bemoan. Omit the negative propositions. Nerve us with incessant affirmatives. Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good.

THE sentence of the bad Republican office-holders—"March fourth."

THE National Teachers' Association will hold its next meeting at Saratoga Springs.

Prof. Soldan will make it a strong, attractive, profitable gathering of the Educators of the country.

Saratoga, as all know, is a delightful place to visit of itself. Board will be reasonable, and the "Vandavia Line," the Pittsburg, Fort Wayne and Chicago, in connection with the Pennsylvania Central R. R., will probably give good rates.

The Albany and C. Vibbard form the line of boats up the "Hudson River by Daylight," from New York, which is probably the most attractive daylight sail in the world. The boats are swift, elegant, sumptuous; the scenery unrivalled; the historical points of interest frequent; in fact, it is worth a trip East to get the "daylight ride" over the Allegheny Mountains, on the Pennsylvania R. R., and the "daylight ride up the Hudson," from New York on either one of these excellent steamers.

President Soldan will soon have circulars out stating full particulars.

FLOWERS and fruits are always fit presents; flowers because they are a proud assertion that a ray of beauty out-values all the utilities of the world.

FRUITS are acceptable gifts, because they are the flower of commodities and admit of fantastic values being attached to them.

How about the meeting at Sweet Springs—at the close of that of the State Teachers' Association? What is being done about it? Who is to manage it? Who are to be the teachers? Who is to lecture? There should be about three or four good strong popular lectures each week in the evening, with good music and good recitations as well. Lectures that should recreate and inspire the students and popularize the themes treated. How is it? Will arrangements be made for this?

OUR teachers seem to remember—and to realize anew that when we put one fact, or ten, or a thousand into print, we put tens of thousands in possession of it—who, but for this, would have stumbled on, perhaps, all their life long, without its help.

Then, too, when the tens of thousands have read this fact or statement in the printed page—it stands to reinforce them again and again until they make it their own.

Circulate the facts in regard to the value of education by circulating the printed page.

SUFFICE it for the joy of the universe, that we have not arrived at a wall, but at interminable oceans. Our life seems not present, so much as prospective; not for the affairs on which it is wasted, but as a hint of this vast flowing vigor.



18-3-62 Mention this Paper

GATE CITY STONE FILTER.



"It is simply perfect."—A. B. Curry, Gainesville, Fla.

"It never clogs or chokes. Never becomes saturated with filth, and a source of pollution to water passed through it for purification. All other filters do."—Prof. Gray.

"The Ne Plus Ultra of Filters."—Dover Stamping Co., Boston, Mass.

Avoid Cholera, Diphtheria, Bright's Disease, Malaria, Typhoid and Scarlet Fever, by its use.



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"I have used it six years. Mississippi river water, in its most muddy condition, after passing through it is as clear as if distilled."—Nathan Stevens, Gen'l Western Agent Penn. R. R., St. Louis.

Send a cent stamp to NEBRIDE & CO., Atlanta, Ga.

For price-list.

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Outline Pictures for Language and Oral Lessons, that any teacher can transfer to board. Same sketch can be transferred 100 times. No knowledge of drawing necessary. Ten sketches in a series. Two series now ready: A, "From the Kitchen;" B, "From the Dining-room." Send 25 cents for Sample Series and directions to

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Supplies teachers for all Departments of Educational work. Teachers send stamp for circular.

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An Infallible Remedy Discovered.

It completely cures DYSPEPSIA, INDIGESTION, SOUR STOMACH, NERVOUS HEADACHE and VERTIGO. Has never failed to furnish PRESENT RELIEF and PERMANENT CURE for this PAINFUL MALADY. This GREAT REMEDY should be in the hands of the VAST MULTITUDE who are suffering from this DISEASE.

It is at once simple in its NATURE and COMBINATION and WONDERFUL in its RESULTS. Is no patent medicine, PURELY official. Has no DETRIMENTAL effects. It is worth to the sufferer a hundred times its cost. Having suffered for many years, I have tried every REMEDY KNOWN to MATERIA MEDICA, and FOUND NONE SO THOROUGH and EFFECTIVE as this; and this is the testimony of all who have tried it. TRY IT.

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A full history of this valuable fruit, with a beautiful cut of the fruit FREE. Please send your address on a postal. DELOS STAPLES, West Sebeon, Ionia County, Mich.

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A sample copy of either book for examination, will be sent by mail on receipt of half price—or the five books for \$3.50.

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A monthly journal, devoted to the moral and literary culture of youth, and to the interests of country and village schools.

Contains Supplementary Readings for Schools, Prize Departments, and other interesting articles.

Subscription, 50c. per year.

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The Novelty Rug Machine.

[PAT. Dec. 27, 1881] Makes Rugs, Ties, Hoods, Mittens, etc., with ease and rapidity. Price only \$1: single machine, with full directions, sent by mail on receipt of price. Satisfaction guaranteed, or money refunded. Agents wanted. Apply for circulars to E. Ross & Co., Patents and Sole Manufacturers, Toledo, Ohio, Lock Box 154. Also, Manufacturers of Rag Patterns and Dealers in Yarns.

Beware of infringements. 18-3-17 Mention this Paper

INDIGESTION

To strengthen the stomach, create an appetite, and remove the horrible depression and despondency which result from indigestion, there is nothing so effective as Ayer's Pills. These Pills contain no calomel or other poisonous drug, act directly on the digestive and assimilative organs, and restore health and strength to the entire system. T. P. Bonner, Chester, Pa., writes: "I have used Ayer's Pills for the past 30 years, and am satisfied I should not have been alive to-day, if it had not been for them. They

Cured

me of Dyspepsia when all other remedies failed, and their occasional use has kept me in a healthy condition ever since." L. N. Smith, Utica, N. Y., writes: "I have used Ayer's Pills for liver troubles and indigestion, a good many years, and have always found them prompt and efficient in their action." Richard Norris, Lynn, Mass., writes: "After much suffering, I have been cured of Dyspepsia and liver troubles."

By Using

Ayer's Pills. They have done me more good than any other medicine I have ever taken." John Burdett, Troy, Iowa, writes: "For nearly two years my life was rendered miserable by the horrors of Dyspepsia. Medical treatment afforded me only temporary relief, and I became reduced in flesh, and very much debilitated. A friend of mine, who had been similarly afflicted, advised me to try Ayer's Pills. I did so, and with the happiest results. My food soon ceased to distress me, my appetite returned, and I became as strong and well as ever."

Ayer's Pills,

PREPARED BY
DR. J. C. AYER & CO., Lowell, Mass.
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TUTT'S PILLS

25 YEARS IN USE.

The Greatest Medical Triumph of the Age!

SYMPTOMS OF A

TORPID LIVER.

Loss of appetite, Bowels costive, Pain in the head, with a dull sensation in the back part, Pain under the shoulder-blade, Fullness after eating, with a disinclination to exertion of body or mind, Irritability of temper, Low spirits, with a feeling of having neglected some duty, Weariness, Dizziness, Fluttering at the Heart, Dots before the eyes, Headache over the right eye, Restlessness, with fitful dreams, Highly colored Urine, and

CONSTIPATION.

TUTT'S PILLS are especially adapted to such cases, one dose effects such a change of feeling as to astonish the sufferer. They increase the Appetite, and cause the body to take on flesh, thus the system is nourished, and by their Tonic Action on the Digestive Organs, Regular Stools are produced. Price 25c. 44 Murray St., N.Y.

TUTT'S HAIR DYE

GRAY HAIR or WHISKERS changed to a GLOSSY BLACK by a single application of this DYE. It imparts a natural color, acts instantaneously. Sold by Druggists, or sent by express on receipt of \$1. Office, 44 Murray St., New York.

LADIES!

ANTI-CORPULINE PILLS reduce Superfluous Flesh 15 in. in a month. Formless & Curved. Price 50c. Per bottle. Sent postpaid to all parts of the world. Address: CHAS. E. MARSHALL, Lockport, N. Y.

We clip the following from the *Religious Herald* (Hartford Conn.), from the department which we presume Rev. Dr. Perrin presides over. To those who know us, we scarcely need say, that we do not endorse fully Dr. Perrin's levity, but we allow these things to go in after a slight editing on the doctrine set forth by the solemn and stately poet, Alexander Pope, in the couplet,

"A little nonsense now and then,
Is relished by the best of men."

and women, too, as for that, if they are sensible.

"A Sunday-school teacher asked a little girl of her class, if she had been baptized.

'Yes,' said the little girl; 'two times.'

'Two times! Why, how could that be?' exclaimed the teacher.

'It didn't take the first time,' said the little girl."

Here is another from the same column, which we are also obliged to "edit" a trifle.

"No," said Deacon Andrews, "I don't approve of horse racing, but when Rev. Horace Winslow, or any other member of the church becomes so godless as to try to pass me on the road comin' home from meetin', I feel it my duty to let out a little on the reins of our 'Tempest,' just to keep them from puttin' their trust in earthly things."

Dr. Perrin once forgot to take his sermon with him to church and his wife discovering the mistake sent it to him in charge of a small boy, who was to receive ten cents for the job. Presently he returned for the money. "You delivered the sermon did you?" she asked. "No, mum," he replied. "I just giv it to him; he's a deliver-in' of it himself."

Rev. Arthur Anniceseed, is a disciple of Wilde, and pronounced by his lady parishoners as very delicate. Last Sunday he read a portion of Sacred Writ detailing a rehearsal of Jonah's submarine adventures. "We come now to Jonah," said Arthur, who passed three days, and three nights in the whale's-ahem-society."

THE more the better—but "first come, first served," in this matter of earning easily more salary than you get now. We can put you in the way of doing this at once. Address with stamp for reply, "AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo."

WHEN we look at the condition of our young girls, both physically and mentally, we are constrained to commend strongly such books as "Our Home Girls," by Dr. J. H. Handford, author of "Mother and Child." It is published by D. Lothrop & Co., Boston.

Our young lady teachers would find this book not only very helpful, but almost invaluable to them in their work of special instruction such as every teacher ought to be able to give. Address the author, Reading, Mass.

THE Great Wabash R. R., we are requested to say, does not really "want the earth"—because they cannot take care of it. They do take care of the vast volume of traffic which comes from their connections at Detroit and Toledo on the East. Chicago, Cairo and St. Louis are central collecting and distributing points, and Omaha and Kansas City outlets and inlets on the West. Take any map, and see where else on the face of the earth there are such resources and productions as this territory yields. "The Great Wabash," in both its passenger and freight departments, comprehends fully its responsibility, and in its splendid equipment meets fully all the requirements of its position.

Mr. France Chandler, and his able assistant, Mr. J. L. G. Charlton, in the passenger department, furnish the best—in its dining-car service—in its buffet car service—in its chair-car service, and also in its sleeping-car service. Take The Great Wabash.

THE local county papers are not only very friendly but very helpful to the teachers.

They are pleased always to note the progress made by the pupils in the schools.

They are glad to say good things of the good work done by our teachers.

The "printed page" of the local newspaper finds its way now a-days, to almost every home and fireside.

Certainly no intelligent father or mother can afford to allow the children to grow up without a glimpse of this outside and out-of-sight world which the newspaper brings to every family. Our teachers educate a constituency constantly which will demand this.

Use by all means the local papers to show the tax-payers what is being done in your school.

Keep the Editors posted.

You will do well to remember that it is only 308 miles to St. Joseph via the Great Wabash Short Line. Elegant new combination Sleeping and Parlor Cars run daily.

THE *Stylographic* Pens of Wm. Lay & Co. of Chicago will do all that they claim for them. See page 8.

PERSONAL force never goes out of fashion.

HO! FOR HOT SPRINGS.

Via Iron Mountain Route. On March 1, 1885, a new sleeping car line was placed in service between St. Louis and Malvern, Ark. (which is only twenty-five miles from the Springs), for the express accommodation of those wishing to visit the famous Hot Springs. Train leaves Union Depot daily at 8:30 P. M., and arrives at Malvern at 2:18 P. M. next day, where direct connection is made with the Hot Springs Railroad, arriving there at 4 P. M. same day. For tickets and sleeping-car berths, apply at 102 North Fourth street, or Union Depot, St. Louis.

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SOLD ONLY IN BOTTLES WITH BUFF WRAPPERS. SEE THAT STRIP OVER CORK IS UNBROKEN. Our trade-mark around every bottle. In sickness Every Drop Is Worth Its Weight In Gold!



It subdues, and heals all kinds of Inflammation, CATARRH, COLDS, DIARRHŒA, RHEUMATISM, NEURALGIA, has cured more cases than anything ever prescribed. DIPHTHERIA, SORE THROAT, use it promptly, delay is dangerous. PILES, BLIND, BLEEDING OR ITCHING, ULCERS, OLD OR NEW WOUNDS, BRUISES, BURNS, TOOTHACHE, EARACHE, SORE EYES, SCALDS, SPRAINS, the greatest known remedy. Controls HEMORRHAGES, FEMALE COMPLAINTS, BLEEDING Nose, Mouth, Stomach, Lungs or from any cause, stopped as by a charm. It is called the WONDER OF HEALING. Used EXTERNALLY & INTERNALLY. We have an avalanche of testimonials. Send for our book (Mailed free.) it will tell you all about it. IT IS UNSAFE TO USE ANY PREPARATION EXCEPT THE GENUINE WITH OUR DIRECTIONS. Prices 50c \$1, \$1.75. POND'S EXTRACT CO., 76 5th Ave., New York.

13-4-17 Mention this Paper.

DR. ADAMS TURKISH BATH

ESTABLISHED 1869.
311 North Seventh St., St. Louis, Mo.

"The only first class bath in St. Louis, and the only one in charge of physicians." When you visit the city call and enjoy this luxurious and healthful style of bath. CHAS. F. ADAMS, M.D., GEO. F. ADAMS, M.D., Proprietor. Superintendent.

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Illinois Central Railroad TIME TABLE.

STATIONS	Train 1, Daily except through sleep- ing car Chicago to New Orleans.	Train No. 3 Daily with through sleep- ing car Chicago to New Orleans.
Leave Chicago.....	8:10 a. m.	8:30 p. m.
Arrive Effingham.....	4:40 p. m.	3:55 a. m.
Arrive Odessa.....	7:10 p. m.	5:45 a. m.
Arrive Centralia.....	7:35 p. m.	6:10 a. m.
Leave Centralia.....	10:05 p. m.	6:15 a. m.
Arrive Cairo.....	4:05 a. m.	10:50 a. m.
Arrive Martin.....	7:40 a. m.	1:25 p. m.
Leave Martin.....	10:40 a. m.	10:15 p. m.
Arrive Nashville.....	7:30 p. m.	10:00 a. m.
Arrive Milan.....	9:10 a. m.	3:45 p. m.
Leave Milan.....	12:55 p. m.	6:25 p. m.
Arrive Memphis.....	4:15 p. m.	8:15 a. m.
Arrive Jackson, Tenn.....	10:40 a. m.	4:00 p. m.
Leave Jackson, Tenn.....	10:45 a. m.
Arrive Mobile, Ala.....	1:50 a. m.
Arrive Grand Junction.....	12:45 p. m.	6:00 p. m.
Leave Grand Junction.....	6:30 p. m.	6:25 p. m.
Arrive Memphis.....	8:30 p. m.	8:20 p. m.
Arrive Jackson, Miss.....	10:45 p. m.	3:31 a. m.
Leave Jackson, Miss.....	5:40 a. m.	5:40 a. m.
Arrive Vicksburg.....	8:00 a. m.	8:00 a. m.
Arrive New Orleans.....	7:15 a. m.	11:00 a. m.

NOTE—That Train No. 3 (with through New
Orleans sleeper) leaving Chicago at 8:30 p. m.
daily, arrives at New Orleans at 11:00 a. m. the
second morning (24 hours). This is 8 hours
quicker time than has ever been made from Chi-
cago to New Orleans, and 8 hours quicker time
than by any other route.

NOTE—That Train No. 3, leaving Chicago at
5:30 p. m., arrives at Memphis via Grand Jun-
ction and the Memphis & Charleston Railroad, at
1:30 p. m. (43 hours and 30 minutes from Chi-
cago). Passengers on this train have the advantage of
through sleeper to Grand Junction, which is
reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1,
make connection at Milan with Louisville &
Nashville train, arriving at Memphis at 4:15 p.
m.; also at Grand Junction with Memphis &
Charleston Railroad, arriving at Memphis at
8:30 p. m.

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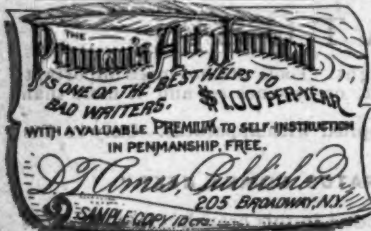
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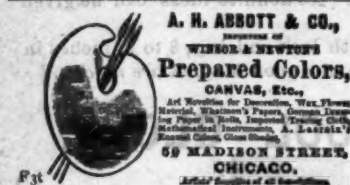
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